

**THE MENTORING COMPASS  
DIRECTING KNOWLEDGE TOWARD THE FUTURE**

by

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**ABSTRACT**

In 1983 Merriam published a critical review of mentoring literature. Since that time a preponderance of mentoring literature has continued to flow. The purpose of this study was to expand on Merriam's article with a critical literature review of mentoring literature published since 1983. Additionally, this study built upon Merriam's work by focusing on the dynamics of the mentoring relationship as it applies to career development in the business community. Merriam's four criticisms were reviewed and revealed only minor changes since 1983.

The literature review was augmented with interviews in the business community in order to look at how mentoring is currently practiced in the field. The interviews consisted of both open and closed-ended questions, which were qualitatively analyzed. After conducting the interview phase of this study, it became apparent that mentoring is valued and respected within the business community as a career development and succession planning strategy. However, it is also apparent that further research is needed

with a larger population of diverse organizations. Additional evaluation of organizational dynamics mentoring program goals needs to be further examined in order to validate the viability of mentoring as a career development resource. A concluding section highlights areas for future research on mentoring.

## **PREFACE**

When I met Mr. D, little did I know the impact that he would have on my life both professionally and personally. Mr. D is a man of small stature, with white hair, working man's hands, Boston accent, a story for every situation, and a hand to offer to anyone. The importance of my relationship for Mr. D. is the reason for this study as he is my mentor.

Although I now consider Mr. D to be my mentor, our relationship was not always as close. When I first started working for Mr. D, we were constantly at odds, often times to the point of tears. But then something in our relationship changed, where we began to understand each other. In only a few months our relationship had blossomed, although I still had no idea that he was mentoring me. Due to transfers across campus, we were separated for about one year. During that time, my frustration level peaked, and my standing in the department was beginning to falter. Then, I received a phone call in the middle of a particularly stressful day. It was Mr. D! He had called to tell me that he was going to get me back with him. He said, "Don't worry, kid...I'll get you back over here!"

It was the middle of the summer when transfers traditionally took place and everybody was speculating as to the impending transfers. At that time I wasn't thinking of what Mr. D had said, I just wanted out, and based on speculation, there was not much chance in that happening. Needless to say, Mr. D came through and within the month we were reunited in the same operation.

On my first day back working with Mr. D, he constantly supported and reaffirmed his belief in my abilities. His trust in me was apparent when he threw me the keys and told me to lock up. This doesn't sound like much, but considering that I didn't know the building or the staff, this was an important example of trust.

It didn't take long for Mr. D to challenge, develop, and promote me back to the top of the department, where I was being asked to take on special roles, attend conferences, and was also nominated for special institutes. The interesting factor in this whole scenario, is that it was only a couple of years ago that I realized that Mr. D was my mentor. To this day we stay in touch. He always wants to know what I am up to and I can never get enough of his stories.

The spontaneous mentoring that I experienced with Mr. D was a truly special relationship that, I am sure, will last a lifetime. It is because of this experience that I became interested in the concept of mentoring. I know that the mentoring I experienced catapulted my career, built my self-confidence, and is responsible for my current successes.

It is for Mr. D and all other mentors that are willing to spend time guiding and directing another person so they can reach their utmost potential, that I submit this thesis. They are the compass that directs knowledge towards the future.

## ACKNOWLEDGMENTS

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Additional thanks goes to my technical guru friend, Bill Bernhardt, who I knew would have the answer when the computer seemed to have a mind of its own. I owe a special debt of thanks to my supervisor and project leader with the Compass Group, Melissa Eichmeyer. Melissa has supported the pursuit of my masters degree from day one, even though my classes often clashed with my travel schedule. Melissa has been more than flexible and accommodating in working with class schedules and countless projects. Additionally, she has offered an immense amount of support and understanding throughout this process.

Most importantly, I thank my family and friends for their encouragement, support and ability to listen. With their support, a non-thesis was never an option. A special thanks to my father, whose spirit is always with me and who I know guided this process. Lastly, to the mentors in my life who have guided, nurtured and directed both my

professional and personal growth. Thanks to Mr. Easley, my high school band director who helped me to discover that I truly can do anything. Thanks to Mr. Donnelly, my boss at the University of Maryland who helped me to grow professionally. Thanks to my father, Gary Jorgen Sutter, who has always had the utmost faith in me.

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**PART I**  
**INTRODUCTION AND METHOD**

# CHAPTER 1

## INTRODUCTION

The practice of mentoring has stood the test of time, from Greek mythology to the modern day business world. Mentoring has touched people's personal and professional worlds. However, the definition of these mentoring interactions is broadly defined, leaving much room for interpretation. In order to discuss mentoring thoroughly, it is necessary to first examine the history of the word mentor. The American Heritage Dictionary (3<sup>rd</sup> ed., 1996) states mentor "...probably meant 'adviser' in Greek and comes from the Indo-European root men- meaning 'to think'" (p. 1128). Michael Galbraith, an adult education professor, provided a detailed reference of Mentor's story in Greek Mythology's Homer's *Odyssey*,

Odysseus, preparing to begin his epic voyage, entrusts his son, Telemachus, to his friend Mentor, who is to guide Telemachus in the passage from boyhood to manhood. Mentor is an Ithacan elder whom Athena, the Greek goddess of war, wisdom, and craft, has chosen as her vessel so that she herself can oversee Telemachus's upbringing. When Athena speaks through him, Mentor possesses the goddess's glorious qualities. (Galbraith and Cohen, 1995, p.1)<sup>1</sup>

Mentor had the wisdom to help guide Telemachus through the difficult transition from boyhood to manhood with the assistance of Athena. This type of guidance was customary in ancient Greece, as young men were often paired with older men in the hope that each boy would learn and evaluate the values of his mentor (Murray, 1991, p. 7). A similar process took place with the craft guilds in the Middle Ages. Young boys traditionally would apprentice with a master in his trade, until the boy became a master himself and often took over the business. This structured mentoring helped the craft guilds control the quality of work and wages in their professions, as well as controlling valuable social and political connections (Murray, 1991, pp. 7-8).

Although the Industrial society turned the focus of the master/apprentice relationship into the employer/employee relationship with less focus on quality and more focus on profits, mentors continued to exist. For if we look at any childhood story or Hollywood script we will see a mentor character. According to Daloz (1986), “If mentors did not exist, we would have to invent them. Indeed, we do so from childhood on. They come in an array of forms, from the classic bearded Merlin to the grandmotherly Fairy Godmother to the otherworldly elfin Yoda of the Star Wars trilogy” (p. 16). Through this medium of entertainment, the idea of having a mentor has been kept alive. It is only in the last two decades that a strong interest in the value of a mentor has resurfaced in education, business, and adult development.

In her 1983 article entitled *Mentors and Protégés: a Critical Review of the Literature*, Sharan Merriam stated, “One of the more intriguing topics to have emerged in several fields within the last few years is that of mentoring. The subject of talk shows,

business seminars, journal and magazine articles, the interest in mentoring has reached, in one writer's terms, 'mania proportions'" (Fury, 1979 as cited by Merriam, 1983, p.161). It has been 16 years since the publication of Merriam's article and the mentoring mania has not subsided. The mentoring phenomenon has even reached the arena of the U.S. government. According to the National Mentoring Partnership October 30, 1998 report, the 105<sup>th</sup> Congress approved more than \$132 million in funding for various youth mentoring programs.

In addition to the many sources cited by Merriam in 1983, the technology of the 1990's has added a multitude of web sites touting the benefits of mentoring, including the International Mentoring Association, the National Mentoring Partnership, Mentoring Services, Inc., and the Mentoring Institute. With the overwhelming amount of information available, it becomes difficult to look at the mentoring phenomenon clearly. The unstructured evaluation of existing formal mentoring programs' value also adds to the confusion. This unsophisticated information requires interested parties to sift through a plethora of information to find substantive sources for planning a mentoring program.

The purpose of this study was to first examine and provide an updated critical review of the general mentoring literature published since the 1983 Merriam article. In addition, it built upon Merriam's further suggestion that the "research focus could... be upon the *dynamics of the relationship itself*, the motivations behind the formation of such relationships, the positive and negative outcomes, the reciprocity of the relationship, and so on" (p. 171). Through focusing on the business arena, this study will provide

information for use in determining the value of mentoring for career development, including the motivations, the pros and cons, and the reciprocity of the relationship.

In her 1983 article, *Mentors and Protégés: A Critical Review of the Literature*, Merriam examines the mentoring literature to that date and evaluates the ability of writers to substantiate their claims with valid research. Merriam explores three areas of mentoring literature that emerged during her literature review, including adult growth and development, business world, and academic settings. The main commonality, which emerged throughout her research was a lack of a clear definition of mentoring. Each source defined mentoring based upon the research being done or its venue. Those mentoring definitions more closely related to that of a sponsor resulted in a higher occurrence of mentoring experiences. However, those definitions reflective of the classical sense<sup>2</sup> of the mentoring phenomenon were rare. Merriam also noted that those subjects interviewed in depth reported a greater occurrence of mentoring than those subjects completing surveys. Additionally, Merriam cited the importance of mentoring for women in achieving career and academic success, as well as psychosocial development. However, she noted the lack of mentors available for women, in addition to the potential gender issues when men mentor women.

Merriam (1983, p. 170), cites *four* criticisms, which are substantiated by additional articles published between 1981 and 1983. Merriam's *first* criticism stated that the phenomenon of mentoring is not clearly conceptualized. In separate articles published prior to Merriam's article, three differing mentoring definitions were found. Kram (1983) broadly defined a mentoring relationship as "developmental relationships" (p.611). Hunt

and Michael (1983, p. 476) cited Kanter's definition of a mentor as, "the most professionally paternalistic of the patrons, those described as 'godfathers' in the organization (1977)". Lastly, Klauss (1981) defined mentoring as, "informal, intense personal relationships where senior persons have had important career molding influence on younger people in the early phases of their adult professional careers" (p. 489). Although each of these authors is defining the mentoring phenomenon, there is minimal similarity in their definition of the term. Each definition is directly related to the context of the study or article.

Merriam's *second* criticism cited the unsophisticated nature of the current literature. Kram's 1983 article, *Phases of the Mentor Relationship*, studied eighteen developmental relationships. In the first attempt to gather a subject group, researchers interviewed a random sample, which identified only three developmental relationships. In order to complete their subject group, researchers obtained recommendations from personnel staff of young managers who they believed had developmental relationships (p. 611). It appears that this method opens the door to biases in terms of why the recommendations were made. Additionally, the broad definition of developmental relationships opens the possibility to potential errors in the study's findings. The term developmental relationship can lead to many interpretations from that of a parent, counselor, employer or teacher to that of a mentor.

The occasional mention of potential drawbacks or dangers is Merriam's *third* criticism. In the articles examined, very few references were made of the negative effects of a mentoring relationship. *Lastly*, Merriam cited that formal mentoring programs

established in some businesses and institutions of higher education need to be evaluated more extensively before conclusions can be researched as to their value. With the lack of a consistent mentoring definition, there is difficulty in comparison and evaluation. This study reviewed the literature to identify advancements in the evaluation methods of mentoring programs. Additionally, because there has been little consistency in the field of mentoring, no benchmark has been created, furthering the evaluation issues. Merriam concludes her article with: “ The phenomenon begs for clarification, and better means of assessing its importance needs to be developed” (p. 171). Based on these findings, the soundness of Merriam’s article offers the foundation for this study.

## **The Need**

Merriam’s study, the most recent critical review of mentoring literature, was done in 1983. During the past 16 years, not only has the concept of mentoring changed, but the arenas in which mentoring is applied have also undergone a transformation. Information has continued to proliferate in the mentoring arena since the 1983 Merriam article; however, it is still very scattered, covering disciplines and fields such as education, adult development, and business. Additionally, the wide array of mentoring definitions discovered during this study adds to the information overload, supporting Merriam’s claim that the phenomenon of mentoring is not clearly conceptualized.

This study evaluated the credibility of current mentoring literature via the critical literature review. With the advent of an information society, the source of the World Wide Web has emerged as an additional resource, allowing instant access to a multitude



of articles, societies, and other research sources. However, the Web is also cluttered with advertisements and unsubstantiated claims that must be filtered out when doing research. Evaluating the quality of the provided information requires concentrated time.

In his article, *Mentoring in Changing Times*, Frank Jossi (1997, p. 50) states, “thanks to downsizing and rapid change, formal mentoring programs aren’t just about ‘diversity’ anymore. The new goals: Preserve institutional memory and intellectual capital.” With an aging workforce, intellectual capital is a valuable commodity, which must be preserved. Additionally, as many organizations employ information officers in order to foster employee and corporate growth, there is a strong need to create learning organizations. “High-level knowledge requirements are moving to lower levels in the organization, meaning smartness can no longer be the purview of bosses only” (Bell, 1997, p. 32). According to Nancy Chase (1998), “because mentoring is a perfect way to weave continuous learning into the fabric of corporate life, more and more companies are expecting managers to develop mentoring skills” (p. 88). From preserving intellectual capital and fostering employee and corporate growth to weaving continuous learning into the fabric of corporate life, these statements place a lot of responsibility on the shoulders of one program. The question now becomes, were the possible negative factors of a formal mentoring program evaluated? This study attempted to discover if current literature is giving equal weight to both the positive and negative effects of mentoring.

“A survey last year by *Human Resource Executive magazine* produced the startling finding that the percentage of businesses planning mentoring programs doubled between 1995 and 1996, jumping from 17 percent to 36 percent” (Jossi, 1997, p. 52).

Such a dramatic increase in the amount of existing mentoring programs without a clear definition of the concept leads to questions of evaluation and effectiveness. Are businesses merely ‘jumping on the mentoring bandwagon’, or is there extensive evaluation of existing programs to draw conclusions regarding the value of formal mentoring programs? The increased number of mentoring programs does, however, provide more resources to gather information for evaluation and comparison of mentoring program effectiveness. This study examined the degree to which existing mentoring programs are evaluated.

This surge of interest in mentoring programs demands a concise reference for the business community. Although not currently available, the findings from this study can be used in the development of a concise mentoring reference.

### **Purpose of the Study**

The purpose of this study was two-fold: (a) to extend the work of Merriam by examining and providing an updated overall critical review of the mentoring literature published since the 1983 Merriam article, and (b) to build upon Merriam’s work by focusing further on the business arena and the dynamics of mentoring relationships in that context.

The overall review provides up-to-date reference material for all parties interested in the mentoring phenomenon. Focus on the business community provides information for use in determining the value of mentoring for career development, including the motivations, the pros and cons, and the reciprocity of the relationship.

## **Questions Guiding the Inquiry**

Two primary questions guided the inquiry:

- a) How has the mentoring literature evolved since Merriam's 1983 article; and
- b) Is mentoring a viable career development resource for the business community?

The first question referring to the development of mentoring in the literature was answered from information gathered through the literature review. The literature review was then augmented with interviews to address the second question regarding mentoring programs as a career development approach. The development of interview questions was guided through information gathered during the literature review.

This document has been organized into two parts. Part One (consisting of Chapters 1 and 2) serves as an introduction and continues to explain the method utilized in this study. Part Two (consisting of Chapters 3, 4 and 5) covers results from the literature review and interview phases, and concludes with summary, implications, and recommendations.

## **CHAPTER 2**

### **METHOD**

Chapter 2 describes the method used in each phase of this study. The chapter is divided into 5 sections to discuss phase one of the study, phase two of the study, the population of the study, the interview instrument and the information analysis. This study was conducted in two phases. The first phase was comprised of an updated critical review of mentoring literature published since Merriam's 1983 article. The second phase of the study includes interviews with members of the business community. Two primary questions guided the inquiry: a) How has the mentoring literature evolved since Merriam's 1983 article; and b) is mentoring a viable career development resource for the business community? The first question referring to the advancement of mentoring was answered from information gathered through the literature review. The literature review was augmented with interviews to address the second question regarding mentoring programs for career development. The development of interview questions was guided through information gathered during the literature review. Conclusions based upon these two phases highlight the changes in mentoring since 1983 with their relevance to the business community, and recommendations are generated for further research and practice in the field of mentoring.

## **Phase 1 – Review of the Literature**

In preparation for this study, mentoring literature, which focused on adult growth and development, the business world, and academic settings, was selected. These focus areas are the same areas which emerged during Merriam's 1983 literature review. By mirroring Merriam's article, the study was able to demonstrate changes and similarities in mentoring literature between 1983 and 1999. In addition to these three categories, the focus areas of mentoring women, minorities, and alternative approaches to mentoring also emerged during the literature review.

The literature reviewed includes text, current periodicals, the World Wide Web and the following databases: Dissertation Abstracts, Psychological Abstracts, Sociological Abstracts, ERIC, ABI/INFORM, Social Science, and Conference Papers Index. With the exception of utilizing the World Wide Web, these are the same sources, which Merriam cited in her 1983 article. This provides resource consistency to examine mentorings' development. The literature reviewed was evaluated for its credibility and quality through using the Chart Method (Merriam & Simpson, 1989, p. 38). The literature was systematically analyzed for recurring themes, and generalizations. In examining the literature, particular attention was paid to whether claims were supported by research studies or testimonials. Research studies were reviewed for the methods utilized, population sampling, data interpretation, return rate, and potential flaws or biases. These findings can be found in the Mentoring Research section of Chapter Three.

## **Phase 2 - Interviews**

The second phase of this study looks at how mentoring is currently practiced in the field. In addition to utilizing the aforementioned research materials, the study was augmented with interviews of individuals in the business community. The interviews were conducted both in person and via telecommunications. The interviews provide an opportunity to focus exclusively on mentoring issues within the business community. Additionally, businesses that do not practice mentoring were interviewed in an effort to develop hypotheses and generate questions for future inquiry. The literature review guided question development through the knowledge of mentoring history, current mentoring literature, and evaluation methods.

### **Population and Sample**

The population for the second phase of this study consisted of 10 different business organizations comprised of the financial services industry, information services industry, computer industry, foodservice industry and government. These organizations were selected for participation in this study, because they represented a variety of industries. Each participating organization was asked for permission to use the company name. Documents citing the verbal or written permission have been filed for this study. By the request of six of the organizations interviewed, the name of their organization remains anonymous. The four remaining organizations interviewed, included Unisys, British Columbia Public Service, Flik International, and Hewlett Packard. Specific individuals interviewed maintained positions within Human Resources, Quality,

Organizational Effectiveness, and Professional Development. Those interviewed are currently practicing mentoring in their organizations, are practicing a learning organization environment, or are interested in the mentoring phenomenon. The organizations had a diverse workforce of 600-32,000 staff members. Additionally, as cited earlier, the organizations covered a variety of industries.

### **The Interview Instrument**

The interview instrument (see Appendix E ) was comprised of a combination of 10 open and closed-ended questions developed from the interview guide (see Appendix D). The interview guide was framed by this study's literature review, through utilizing the knowledge of mentoring history, current mentoring literature, and evaluation methods.

The interview instrument was designed in an attempt to discover not only how the business community utilized the mentoring concept, but also how the business community defined mentoring. Two of Merriam's four criticisms, which also appeared in this literature review, were of particular interest in the interview instrument development. Merriam's first criticism stating that the phenomenon of mentoring is not clearly conceptualized was the focus of the first three interview questions. Questions 1, 2, and 3 referred to the definition of mentoring. Merriam's fourth criticism regarding businesses and institutions of higher education needing to evaluate their mentoring programs more extensively was the subject of question 8e. Question 4 focuses on the factors that inhibit or enhance mentoring, whereas factors contributing to a successful mentoring program

was the subject of question 5. Participants were also asked if they felt that a mentoring program can enhance an individual's career development and a company's development in question 9. Lastly, question 10 asked participants what successful outcomes were expected from a mentoring program. The remaining questions focused on the organization's current mentoring initiative.

Each participant was informed that the study would be made available to other researchers and permission to use the company name in the final written document was respectfully requested. Reassurance of anonymity was given to those requesting that the company name not be used.

### **Analysis**

The information gathered from the business community interviews was systematically analyzed for recurring themes, generalizations and similarity to the current mentoring literature using the Chart Method (Merriam & Simpson, 1989, p. 38). Due to the contextual nature of the interview data, spreadsheets were designed to aid in analyzing the information. Spreadsheets were designed for each question, with the exception of questions regarding the organizations' current mentoring initiative. These questions were then grouped together. This allowed for possible themes to emerge relating to whether or not mentoring is practiced and how it is practiced. Responses were then categorized by words and phrases, which repeated themselves within the different responses. These findings are reported in Chapter 4, Interview Results.



**PART II**  
**FINDINGS AND IMPLICATIONS**

## CHAPTER 3

### LITERATURE REVIEW RESULTS

Merriam's 1983 article, *Mentors and Protégés: A Critical Review of the Literature*, provided the foundation and framework for this study. In her article Merriam examined the mentoring literature to that date, and evaluated the ability of writers to substantiate their claims with valid research. This chapter updates Merriam's work with a review of the mentoring literature published since 1983. Additionally, this chapter reviewed the current literature to determine its ability to support the sudden surge in mentoring programs and its ability to address Merriam's criticisms.

This updated critical literature review was divided into two sections according to the two questions guiding the inquiry: a) How has the mentoring literature evolved since Merriam's 1983 article; and b) Is a mentoring program a viable career development approach for the business community? The first section focuses on the advancements in mentoring literature since the 1983 Merriam article. The literature review attempted to uncover general advances in the mentoring phenomenon, as well as developments in Merriam's four criticisms of the mentoring literature. These are: a) the lack of a clear conceptualization of the mentoring phenomenon, b) unsophisticated nature of the mentoring literature, c) only an occasional mention of potential drawbacks, and d) the need for more extensive evaluation of established business mentoring programs. Additionally, this study's literature review includes new criticisms that emerged.

The second section of the literature review focuses on the viability of mentoring programs as a career development approach for the business community and on the dynamics of the mentoring relationship itself. Additionally, the literature review attempted to uncover the resources that are available to an organization interested in beginning a mentoring program and to evaluate the ability of literature to support the sudden surge in mentoring programs.

### **The Mentoring Evolution Since 1983**

“Your willingness to invest yourself in the life of another person will be the key that unlocks a treasure of fulfillment and accomplishment for many people....beginning with you!” (Hendricks, 1996, p. 155). Whether it is in adult development, education, or the business world, mentoring is a worthwhile endeavor that spreads. However, Johnson and Sullivan (1995) describe the current state of mentoring as having rampant growth, and being highly decentralized, with little available research to help direct practice. The wide array of current mentoring programs crossing several different venues, with no benchmarks, makes it nearly impossible to produce a valid research study on its effectiveness. Adding to the confusion, there still is no clear, concise definition of mentoring. This literature review explored the advancements in mentoring since Merriam’s 1983 article. The examination is based on Merriam’s four criticisms of the mentoring literature, while allowing further themes to emerge.

## The Mentoring Phenomenon Defined

In a review of the current mentoring literature, many differing definitions were discovered, supporting Merriam's first criticism that the phenomenon of mentoring is not clearly conceptualized. The prevailing basis of these definitions was the context in which they were written. Below is a sampling of the mentoring definitions discovered in the literature. A more complete listing of mentoring definitions can be found in Appendix A.

1. "In the mentoring role, you 'come alongside' the people on your team.... a mentor is to develop new abilities in the people you work with...it's a process of development...it must be built on three components: mutual trust and commitment, patient leadership, and emotional maturity." (Hendricks, 1996, pp. 127-128)
2. "A deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed upon goal of having the lesser skilled person grow and develop specific competencies." (Murray, 1991, p. xiv)
3. "Whether as close as the classroom or as distant as history, mentors are creations of our imaginations, designed to fill a psychic space somewhere between lover and parent." (Daloz, 1986, p. 17)
4. "...the broader, metaphorical context of the word. *Mentors are guides*" (Daloz, 1986, p. 17)
5. "Mentoring as a behavioral activity refers to the one-to-one relationship that evolves through reasonably distinct phases between the mentor and the adult learner, an adult learner refers to any person 18 years of age and above who enters into a mentoring relationship to develop, separately or in combination, his or her personal, educational, or career potential." (Cohen, 1995, p. 2)
6. "A mentor is simply someone who helps someone else learn something the learner would otherwise have learned less well, more slowly, or not at all." (Bell, 1996, p. 6)
7. "Mentoring has been defined by the American Management Association: "As developmental, caring, sharing and helping relationship where one person invests time, know-how, and effort in enhancing another person's growth, knowledge, and skills, and responds to critical needs in the life of that person in ways that prepare the individual for greater productivity or achievement in the future."  
(<http://www.galaxymall.com/BUSINESS/MENTORING/FAQ.HTML>)
8. "Mentoring is a specialized form of coaching" (Craig, 1996, p. 432)
9. "The core of mentoring, when viewed as a transactional process of learning, is the focus on collaborative participation and mutual critical thinking and reflection about the process, value and results of jointly derived learning goals established for the mentee. " (Cohen, 1996, p. 14)
10. "Mentoring is a pragmatic approach that helps mentees to successfully navigate the complex and rapid social and economic transitions that characterize our century."

- (Galbraith & Cohen, 1995, p. 5)
11. “Mentoring is therefore a deliberate effort to support traditional and nontraditional students from diverse backgrounds in formal and informal settings.” (Galbraith & Cohen, 1995, p. 5)
  12. “Mentor entered our contemporary language as a description of a nonparental, competent, and trustworthy figure who consciously accepts personal responsibility for the significant developmental growth of another individual.” (Cohen, 1995, p. 1)
  13. “Lester points out that mentoring is a basic form of education for human development because it provides a holistic yet individualized, approach to learning.” (Marsick, 1987, p. 119)
  14. “Psychologist Uri Bronfenbrenner defines a mentor as ‘an older, more experienced person who seeks to further the development of character and competence in a younger person’.” (Freedman, 1993, p. 21)
  15. “In mentoring, an experienced or influential person guides and nurtures individuals or small groups of employees. Mentors teach proteges how to survive, thrive, and progress within an organization or a profession...Mentors share visions of their protégé’s future, perceive their potential, and challenge them when they are not living up to this potential...they teach, sponsor, advise, coach, counsel, guide, motivate, and admonish.” (Umiker, 1998, p. 15)
  16. “Mentors serve as role models to junior staff members to help develop and guide them and teach them an industry’s unspoken roles. Mentoring largely focuses on issues of career advancement, professional manners and style, and personal poise and appearance that can gain junior staff members acceptance by colleagues and business contacts at the most senior level.” (Genser, 1998, p. 70)
  17. “ ‘It’s a forum for comprehensive feedback –a two-way, safe learning environment.’ Said Jodi Davis, vice president of Menttium’s product division. ‘Mentoring is not skill transfer. It’s working to be at the top of your game’.” (McCann, 1998, p. C1)
  18. “Josefowitz...A mentor is ‘a brain to pick, a shoulder to cry on, and a kick in the pants’.” (Lawrence, 1985, p. 7)
  19. “In a sense, then, being a mentor really means sharing yourself.” (Molvig, 1995, p.15)

At first glance at the wide variety of mentoring definitions, it is evident that each definition is based upon the environment, culture and context in which it was written. In these examples, mentoring involves coming alongside the people on your team; a deliberate pairing; helping someone learn; investing time; coaching; focusing on collaborative participation and critical thinking and reflection; guiding and nurturing individuals or a small group of employees; focusing on issues of career advancement,

professional manners and style, and personal poise and appearance; and sharing yourself. It appears that the clarity of a mentoring definition has progressively become more complex and confusing since Merriam's 1983 study. Adding to the confusion is the myriad of terms used to describe the parties involved in a mentoring relationship. Throughout the literature review, mentee, mentoree, and protégé were used to describe the recipient party. Additionally, mentor and mentorship were used interchangeably. With the inconsistent terminology and lack of clear definition, the true value of mentoring becomes diluted. Throughout this study the terms mentor and protégé will be used, with the exception of quoted materials.

Although the definition of mentoring remains arguable, there appears to be several commonalities throughout the various definitions. In fact, Golian and Galbraith (in press) were cited in Galbraith and Cohen (1995) as follows:

definitions from the literature in higher education, management and organizational behavior, psychology, library science, nursing, sociology, teacher education, counseling, and adult education, suggest that some common "themes" run through the definitions. They indicate that mentoring is a process within a contextual setting; involves a relationship of a more knowledgeable individual with a less experienced individual; provides professional networking, counseling, guiding, instruction, modeling, and sponsoring; is a developmental mechanism (personal, professional, and psychological); is a socialization and reciprocal relationship; and provides an identity transformation for both mentor and mentee. (p. 90)

The first common theme that Golian and Galbraith note is mentoring is a process within a contextual setting. The 'contextual setting' is evident in the previously cited definitions of mentoring, many of which reflect organizational culture, mission and mentoring initiative goals of the respective organization.

Golian and Galbraith then cite a commonality in the definition of mentoring. That is, mentoring involves a relationship of a more knowledgeable individual with a less experienced individual. This theme is also demonstrated in the definitions cited by this literature review. However, Golian and Galbraith did not specifically mention the number of individuals involved in the mentoring process. Although it was not an exclusive theme throughout this review, the concept of one-to-one interaction was a predominant thread running throughout the literature. Galbraith and Cohen (1995) note that, "The mentoring model of one-to-one interaction is an important approach to lifelong learning and a pragmatic method of helping diverse citizens to adapt to rapidly changing personal, social and workplace situations" (p. 5). Also citing the one-to-one interaction, Bell (1996) stated, "Mentoring is typically focused on one person; group mentoring is training or teaching" (p.6).

The literature review noted an emergence of the group mentoring concept definition since Merriam's 1983 study. Drazga (1998) cites one instance of group mentoring:

Traditionally, a mentoring relationship is a dyad of an experienced professional and a protégé. Amy Burgess, president of Wow'M: The Mentoring Company,

pioneered the group-mentoring format by coupling group theory with traditional mentoring. Burgess' mentoring circles are composed of up to 12 people, with one primary mentor and a facilitator. (p. A21)

Marshall Loeb (1995) took group mentoring one step further with the idea of mentoring constituencies. Loeb (1995) states that, "these multiple mentors should be the people you can trust and turn to-individually-for counsel" (p. 213). Loeb encourages mentees to not only seek mentors from within their work environment, but to also look for mentors from outside sources.

Providing professional networking, counseling, guiding, instruction, modeling and sponsoring was the next theme cited by Golian and Galbraith. Although not all of these factors were mentioned in each definition, there is a commonality where at least one of these concepts appears in most mentoring definitions (see Appendix A). Each of these factors leads into Golian and Galbraith's next common theme of mentoring as a developmental mechanism. This theme is prevalent throughout the literature, regardless of the industry to which it is applied, "Effective Mentoring follows universal principles, whether the program is instituted in a vocational school, community college, church or corporation. The basic criteria for good and effective mentoring remain the same, regardless of the discipline or profession" (Golian, 1995, p. 81). Cohen also states, "Learning should not be viewed as an inflexible path of development that all mentees will travel at the same cognitive or affective speed or move through with the same tangible results" (1995, p. 15).



In Merriam's 1983 study, she wrote that, "Typically, the business world sees it as a one-dimensional phenomenon in which the protégé's career is guided by a senior organization person" (p. 169). One of the advancements in mentoring literature is that of socialization and reciprocal relationships, which Golian and Galbraith noted as a common definitional theme. In Kerr, Schulze, and Woodward's (1995) article on organizationally sponsored mentoring, Murray (1991, p. 165) was cited as stating that "mentoring programs are interactive and nonlinear. In other words, the protégé and the mentor interact, and they in turn influence and are influenced by other components of the organization" (p. 39). Noting the importance of interactivity, Galbraith and Cohen stated that "the tunnel vision view of employees as on the receiving end only of the on-the-job training usually results in less than meaningful or coherent learning because it severely limits the essential active participation required for teaching and learning complex skills and for promoting independent decision making" (1995, p. 12). Lastly, Lindbo and Schulz (1998) echo the need for interactivity and expand on the role of mentoring in socialization by stating:

Experience shows us that one-sided relationships do not work as well as reciprocal relationships, where there is even exchange. According to Erickson's (1980) description of the eight stages of man, the seventh stage of "generativity" adds further substance to the mentoring relationship. The desire that one's work and influence "live on" is an important life goal. (p. 53)

In addition to the socialization that mentoring provides in introducing a new person to a corporate culture as cited above, other forms of socialization were also mentioned in the literature. Louis, Posner & Powell's (1983) idea that socialization interactions occur during employer sponsored events and mentoring programs was noted by Lindbo and Schulz (1998). Lindbo and Schulz (1998) continued to state that the, "...formal, continuous socialization process revolving around career and personal development can increase an individual's knowledge of the transitions that lie ahead in his or her career" (p. 51).

The last of Golian and Galbraith's common themes is that mentoring provides an identity transformation for both mentor and mentee. In this literature review, the concept of an identity transformation was not prevalent in the mentoring definitions. Many testimonials speak to the changes that occurred because of a mentoring experience. However, this was not a predominant part of the mentoring definitions. The predominant feature was that mentoring is a developmental process, which can cause an identity transformation.

One additional factor in looking through the mentoring literature is how the word mentoring is used. As U.S. Presidents, professional athletes, and actors and actresses tout mentoring in speeches and television public service announcements, the word has gained much adoration. However, at what cost? In this literature review, there were several articles, which contained mentoring in the title, only to find that the subject matter had little to do with mentoring. An example is the article, *Alex. Brown Takes Three More Firms Under Its Wing in Mentoring Role* published in the Baltimore Daily Record

(Cheshire, 1997, p. A3). In this article, Cheshire (1997) writes how a Baltimore-based investment banking and brokerage house established “correspondent relationships” with three smaller firms. The article described this arrangement as a sort of industry mentor, with benefits to all parties. The smaller companies will have access to Alex. Brown’s vast research capabilities, and Alex. Brown gets its first foothold in Canada with an inside track to Research Capital clients looking to issue an offering in the United States (p. A3). Although Alex. Brown is providing support for the smaller companies, this deal also presents a beneficial business arrangement for Alex. Brown, which downplays the mentoring aspect. Another article appeared on the cover of the June 1998 issue of *Inc.*. In the article titled “The Mentors” (Welles, p. 48-58), a story is told of how a young Kent Sutherland had a mentoring relationship with WalMart’s Sam Walton. Instead of an article about a developmental mentor relationship, it was more of a professional life history of Kent Sutherland, proving only to boost Kent Sutherland’s professional image, but of little use to the development of mentoring literature.

## **The Mentoring Literature**

Merriam (1983) reviewed several studies regarding mentoring and found that “the majority of published articles on the topic consists of testimonials or opinions as to the benefits of mentoring and/or ‘how to’ articles on finding one or being one” (pp. 169-170). Merriam also cited flaws in existing mentoring studies in that, “The most common data collection procedure has consisted of sending a survey to already successful business people or administrators” (1983, p. 170). This limited study population leads to gaps in

potential findings, in that the research is assuming that only those who have been mentored are successful. However, mentoring often involves individuals being mentored while moving up the ladder, or through challenging situations. Merriam notes that this population of mentees and mentors is ignored throughout the literature. Also at issue is the definition of the term “successful”.

The amount of literature on mentoring has grown since Merriam’s 1983 article. Galbraith and Cohen (1995) reported on the attention focused on mentoring in the last fifteen years, citing Wunsch (1994) who stated that, “from 1980 to 1990, over 380 articles appeared in the popular press and academic journals on mentoring in business and education” (p. 1). In an effort to show how mentoring literature has evolved since Merriam’s 1983 study, the three mentoring themes which emerged from her study (Adult Development, Business, Academic Settings) provide a framework for discussion, with the addition of new areas of focus which evolved during this literature review.

### **Mentoring and Adult Development**

In Merriam’s 1983 study, she noted that “The linking of mentoring to adult growth and development is still in its nascent stages. Statements by Levinson, echoed by Sheehy, suggesting that lack of mentoring results in stunted psychosocial growth seem premature....” (p. 163). In the current literature review, the linkage of adult development and mentoring is more prevalent. Galbraith and Cohen (1995) exemplify this linkage stating that,

mentoring is about growth and development within an individual's personal, professional, social, and psychological worlds. It is about transition, identity and active movement in the hopes of reaching one's highest potential and capabilities.....Perhaps the greatest potential for mentoring is in the development of lifelong learning opportunities within the community and in the improvement of instruction" (p. 92).

An example of a lifelong learning event is cited by McGowan (1994) in a study of 12 elders who participated in a life histories project involving mentoring-remembrance – reminiscing while occupying the role of mentor. Participation for ten elders was reported as a positive and enjoyable experience, and 4 of these reported significant self-image improvements. These positive results are attributed to the fact that mentoring-remembrance places the elder in a status role, and an intergenerational relationship, with purposeful and productive activity (p. 321).

Another opportunity for pairing adult development and mentoring is in the ever-changing business world. According to Jossi (1997), "Thanks to downsizing and rapid change, formal mentoring programs aren't just about 'diversity' anymore. The new goals: Preserve institutional memory and intellectual capital" (p. 50). One such organization that is preserving its intellectual capital is Fuller, which instituted a mentor-team program after they realized that "...men and women who had been with the company for only two or three years....were leaving at rates that reached 20 percent per year" (Dockery, & Sahl, 1998, p. 31-32). To combat the high turnover rate, Fuller CEO Ib Jacobsen

announced the introduction of the Targeted Employee Development Program (TEDP) in 1995. This program is a mentor-team approach targeted at assuring the cultivation of future key managers and technical leaders. Over 3 years, Fuller has faced less than a 2% turnover rate. An additional benefit for Fuller cited by Dockery and Sahl (1998) was that professional development became a way of life within the organization. This in turn further develops the learning organization and the individual development of its members.

Another issue for today's organization was cited by Jossi, "Over the next decade as the swell of the baby boom crests into its golden years, a vast army of executives and middle managers will begin to drift into retirement, taking with them their know-how and experience. Mentoring offers a way to preserve some of that intellectual capital" (p. 52). As much as traditional employee to employee mentoring can aid in the preserving of intellectual capital, Lindbo and Schulz (1998) offer a non-traditional approach to mentoring which can also preserve a company's intellectual capital. Their approach utilizes the talents and skills of retired employees as mentors. The benefits are the preserving of intellectual capital as well as further developing the organization. As organization members observe that this process is a commitment to both employees and retirees, they will reciprocate that commitment to the organization (p. 54). Although Lindbo & Schulz's theory has not been tested, it offers hope for not only the preservation of intellectual capital within an organization, but also for the continual development of adults throughout their life. Schulz (1995) states that, "Mentoring provides the ideal

transition for the older person who, as a mentor, can make a contribution to the workplace, to the community, and to people in need” (p. 65).

### **Mentoring in Business**

Just as was the case in Merriam’s study, the predominant amount of mentoring literature and empirical studies have focused on the business environment. Merriam included literature regarding mentoring women in her business mentoring section. Due to the volume of literature published on mentoring for women, however, it will be discussed later in its own section. Additionally, Merriam noted that the literature review explored mentoring from the perspective of career development (p. 163). In contrast, the current literature review found a mix of approaches including career development, and succession planning. The literature found is of both conceptual material and empirical studies. The conceptual material includes short articles highlighting a particular program to full texts providing all the information necessary for developing a mentoring program.

Carmichael (1988) reported that, “The Federal government will face a crisis of competence when 57,000 baby boomers hit the optional retirement age of fifty-five in the year 2002” (cited in Murray, 1991). Additional issues confronting the business industry cited by Zey (1986) are five major social and economic trends including: the quest for innovation, the merger explosion, the changing composition of the work force, the coming labor shortage, and the emergence of the cross-cultural corporation (Murray 1991, p. 19). This describes what is facing the future of business, industry and government. With the risk of losing intellectual capital, formal mentoring programs are

being pursued by the corporate world. According to an international survey conducted by PA Personnel Services (1986), sixty-seven organizations in eight countries practice formal mentoring programs. This return accounted for 18 percent of those organizations surveyed (Murray, 1991, p. 26). Additionally, the American Society for Training and Development reported that 71 percent of fortune and private companies use mentoring to make learning occur in their organizations (Isaacs, 1998, p. 113). With some formal mentoring programs in existence, but without a clear definition of mentoring, a lack of consistency and effectiveness exists.

As mentioned earlier, there are several book's offering instructions on developing a formal mentoring program. One such text is Murray's (1991) book, *Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Program* which describes the Facilitated Mentoring Model© as a guideline for mentoring program development. In her model, Murray defines mentoring as, "...a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies" (p. xiv). Note that with this definition, Murray has eliminated the possibilities of group mentoring or peer mentoring. Additionally, her definition does not allow for mentor growth from the mentoring experience. Although the definition is somewhat limiting, it is specifically focused on the efforts of developing a formal traditional mentoring program. Murray (1991) also cited a separate definition for facilitated mentoring as,



a structure and series of processes designed to create effective mentoring relationships, guide the desired behavior change of those involved, and evaluate the results for the proteges, the mentors, and the organization with the primary purpose of systematically developing the skills and leadership abilities of the less-experienced members of an organization. (p. 5)

It is worthy to note that Murray includes both assessment prior to the actual mentoring and evaluation at the conclusion of the mentoring initiative in her model. Some of the assessment tools that Murray (1991) cites (see Appendix B) include:

- ◆ The Personal Profile System©
- ◆ Managing Personal Growth©
- ◆ ACUMEN: Insight for Managers (human synergistics®)
- ◆ SKILLSCOPE© (Center for Creative Leadership)
- ◆ The Personal Skills Map© (Nelson and Low, Life Skills Center)

In reference to evaluating mentoring effectiveness, Murray develops baseline data on specific factors, such as turn-over rates, productivity rates, and performance ratings, which is part of Murray's step by step guide for organizations interested in developing a mentoring program.

A second book that is of particular interest is titled, *Mentoring Adult Learners: A Guide for Educators and Trainers*, by Norman Cohen (1995). Like Murray, Cohen has

written a practical guide to mentoring, however Cohen focuses on the mentor role in the relationship. Cohen (1995) states that,

experts who study the mentoring of adults as a *learning experience* generally agree that the professional staff who serve as mentors often have inadequate conceptual and empirical preparation for the realities of the mentoring relationship, whether in higher and adult postsecondary education, counseling, human resource development, government, and business. (p. vii)

Cohen first examines the seven specific aspects of mentoring, which can have an effect on the mentor mentee relationship:

1. The differences between mentors and other helping professional
2. The mentor as a partner on the mentee's journey
3. The mentor's influence on learning
4. The mentor's timing of feedback, especially confrontive
5. The mentor's attention to the issue of trust with respect to a mentee's readiness for confrontation
6. The concept of mentoring as a transactional process of learning
7. The phases of the mentoring relationship

Cohen's (1995) approach then focuses on the mentoring relationship through examining how the mentor participant can evaluate their own mentoring abilities, thus better enhancing the mentoring relationship. The Principles of Adult Mentoring Scale allows mentors to assess their own interpersonal behavioral skills, including

competencies essential for mature and productive interaction across a wide spectrum of mentees (Cohen, 1995, p. 20). In contrast to Murray's book, Cohen focuses on the mentoring relationship that is formed, rather than on the process of developing a mentoring program. The mentoring relationship is an area that Merriam cited for further research in her 1983 study.

In defining mentoring, Cohen states that a mentor is a "...nonparental, competent, and trustworthy figure who consciously accepts personal responsibility for the significant developmental growth of another individual" (1995, p. 1). Cohen also cited observable interpersonal communication skills in six behavioral functions of the mentor....

1. Relationship Emphasis, to establish *trust*
2. Information Emphasis, to offer tailored *advice*
3. Facilitative Focus, to introduce *alternatives*
4. Confrontive Focus, to *challenge*
5. Mentor Model, to *motivate*
6. Mentee Vision, to encourage *initiative* (1995, p. 3)

Since there is still no clarity in the mentoring definition, Cohen's focus on the relationship brings some needed clarity to the mentor role in an effort to have a productive and supportive relationship.

Much of the empirical business mentoring research focuses on who is practicing hierarchical mentoring programs, the effects of a formal mentoring programs on an organization, and the importance of a mentoring relationship. One recently published

empirical study deserves notice. Mullen (1998) performed an empirical research study that helped to identify those mentors “who serve both vocational and psychosocial mentoring functions” (p. 319). This study refers to Kram’s 1985 study describing two broad mentoring function categories that distinguish mentoring from other nondevelopmental work relationships. The first category involves vocational functions that aid the protégé’s career development, and the second category includes psychosocial functions that help self-concept development (p. 320).

Mullen’s (1998) study focuses on “predicting both vocational and psychosocial mentoring functions, because Kram (1983) suggested that intense mentoring involves these two functions” (p. 320). Mullen (1998) looks at (a) mentor characteristics and perceptions and (b) relationship characteristics as predictors of combined vocational and psychosocial mentoring functions (p. 320). Participants included mentors and proteges from seventeen Midwestern organizations. Of 1640 sets of surveys distributed, 160 mentor surveys and 140 protégé surveys were returned. Respondent mentors identified that the greatest level of combined vocational and psychosocial mentoring functions is performed by (a) mentors initiating the relationship, (b) mentors who feel they have organizational value, (c) mentors influenced by their proteges, and (d) mentors who spend more time with their proteges (p. 327). This suggests that mentors should be allowed to initiate mentoring relationships regardless of whether there is a formal or informal mentoring program in place, rather than waiting for an arranged mentor relationship.

Merriam's study suggested that future research focus on the dynamics of the relationship itself. In keeping with Merriam's suggestion from 1983, both the Cohen text in 1995 and the Mullen study in 1998 show that mentoring literature is moving toward discovering more about the mentoring relationship. This will help organizations better understand the factors that are involved in a successful mentoring relationship.

### **Mentoring in Academic Settings**

In Merriam's review of the mentoring literature regarding academic settings, she found that there was no distinct line of research. The material prior to 1983 was purportedly idiosyncratic in nature. In the current literature review, the material was still very widespread, covering many educational relationship areas, including mentoring teachers, mentoring administrators, mentoring K-12 at risk students, and mentoring graduate and undergraduate students.

According to the U.S. Department of Education, it has been estimated that 30 percent of unskilled, 29 percent of semiskilled, and 11 percent of managerial professional, and technical employees are functionally illiterate (Zemke, 1989, as cited in Murray, 1991, p. 20). Murray (pp. 43-44) also noted,

Lauro F. Cavazos, U.S. Secretary of Education (1990, p. 1), states, "The risks that all young people face are compounded for those who are poor, members of racial or ethnic minorities, or recent immigrants. These youths (sic) often attend the weakest schools, have fewer successful adult role models....and have the fewest clearly visible paths to opportunities in the mainstream. For these youngsters,

studies are finding that those who receive support from a mature, caring adult—a mentor—are more likely to finish high school and more likely to hold a job.

These are significant behavior changes, and necessary ones, because we as a society cannot afford to allow our children to fail. Their failures are not only personal tragedies, but also direct threats to our national standard of living and our democratic institutions.

In addition to the youth mentoring programs mentioned earlier in this study, mentoring is also emerging as a resource for undergraduate students. With the changes college freshman experience, “Mentoring...is increasingly looked to today as a retention and enhancement strategy for undergraduate education” (Jacobi 1991, p. 505, as cited in Kerr, Schulze, and Woodward, 1995, p. 33). Galbraith & Cohen (1995, p. 7) cited Orr (1987), “The mentor-mentee approach offers important assistance in the critical effort to increase student retention and promote educational achievement.” Additionally, mentors are seen as a parallel source of academic learning because they help support, sustain and expand instructional activities conducted within the educational setting.

Further, colleges and universities are utilizing mentoring to help transition upperclassmen into the professional world. A case in point reported in *Visions* (1998) is at Iowa State University where high achieving students are teamed up with alumni leaders in their professions (p.33). *Visions* reports that “the program is designed to give students an out-of-classroom look into many aspects of a career, not only nitty-gritty daily routines, but also how a career choice affects personal lives” (p. 33). *Visions* cited

Beer, who “calls this total picture she is sharing with her student the ‘gestalt’ of being a physician” (p.33). Additional research in academic mentoring involves teachers and administrators being mentored or acting as mentors for faculty, and students participating in peer mentoring.

The literature review has thus far focused on the same focus areas which emerged in Merriam’s 1983 study. The remainder of this chapter will focus on the areas of mentoring women, minorities, and alternative approaches to mentoring which emerged during this literature review.

### **Mentoring in the Community**

Although mentoring in the community was not a focus area of Merriam’s study, this literature review found that the amount of current available information warrants a section on community mentoring. According to psychologist Laurence Steinberg of Temple University(1991), there are few young Americans today that have had one significant, close relationship with a non-familial adult before becoming adults themselves (Freedman, 1993, p. 21). The plight of today’s American youth has prompted much emphasis on ways to support and nurture youth development.

With the emphasis on youth, mentoring has moved into the political, business and entertainment arenas with public figures and organizations promoting the benefits of youth mentoring initiatives. Former Labor Secretary Lynn Martin declared that, “one to one mentoring of youth has proven to be a low-cost, high-yielded solution that pays off” (“A Message” 1991) and Elizabeth Dole (1990) proclaimed mentoring’s ability to “keep

kids in school, turn young lives around, [have an] impact on the social problems of our time, improve the quality of our work force, and ensure America's continued competitiveness" (Freedman, 1993, p. 22). This surge in the interest of mentoring is a result of the awakening to the publicity of violence that has riddled this country, However it should not be seen as a panacea.

Mentoring is cited as having a positive effect on the self-efficacy of youth with physical challenges in Powers, Sowers & Stevens 1995 study. Their study revealed that mentored youth demonstrated significantly higher levels of disability-related self-efficacy, community-based knowledge and self-confidence than the control group youth. An additional result showed that the parents of the experimental group had significantly more competent perceptions of their children. The parents also perceived that their children possessed significantly more community-based knowledge than did the control group parents (p. 33).

Current literature also revealed that, in a 1995 Impact Study for Big Brothers/Big Sisters of America (National Mentoring Partnership, 1998, p.2), young people with mentors were:

- 46% less likely to begin using illegal drugs
- 27% less likely to begin using alcohol
- 53% less likely to skip school
- 37% less likely to skip a class
- 33% less likely to hit someone, than children in the research control groups.



In a different 18 month follow-up study of Big Brothers/Big Sisters, 571 participating youth were significantly less likely to have started using illegal drugs or alcohol, hit someone, or skipped school than 567 control youth. The participating youth were also more confident about their school performance and got along better with their families (Grossman & Tierney, 1998, p. 403).

Other community effort mentoring programs include the I Have a Dream (IHAD) program founded in 1986, which now boasts over 150 sites (Johnson & Sullivan, 1995, p. 43-44). Additionally, United Way of America has formed a partnership with the national organization, One to One, to establish parties that include materials on mentors and mentees (Johnson & Sullivan, 1995, p. 44).

Putting a twist on the community mentoring effort, businesses and colleges are partnering with area communities and schools to mentor youth. One such effort is Berks Youth Mentoring Program which is a volunteer effort receiving funding from private individuals and local businesses that pair area business people with promising but socioeconomically hindered youth, or proteges. (Skitko, p. 1) Another such effort involves the University of New Hampshire, which has started a pilot mentoring program with local 6<sup>th</sup> grade girls. The mentoring project promises each schoolgirl a UNH student mentor for three years, until the end of their 8<sup>th</sup> grade school year. The UNH mentoring project involved 51 pairings of schoolgirls and UNH women mentors (Rauh, 1997, p. 25). This pilot project served as a two year doctoral project exploring ways that the educational system could meet multiple needs of students while educating the complete person.

However, the news is not all good for community mentoring programs. Freedman cites Project RAISE in Baltimore, which began in 1988 with a group of seven sponsoring organizations, each one adopting a class of sixth-graders, promising them mentors through high school graduation (1993, p. 22). “Johns Hopkins researchers found that most RAISE students remained far below average for Baltimore County Schools in academic performance and were at risk of dropping out” (Freedman, 1993, p. 23). Additionally, Freedman notes that the more well known “Big Brothers/Big sisters, which currently provides adult matches for 60,000 young people annually...maintains a waiting list of 40,000 young people”(1993, p.23).

Freedman (1993) notes that one of the greatest difficulties facing community mentoring programs is volunteer recruitment, as well as the formation of the mentor-mentee relationship. Freedman (1993) states that, “the difficulty in getting middle-class mentors and disadvantaged young people to spend sufficient time together is all the more problematic because of the great gulf that exists between their worlds” (pp. 22-23). Freedman (1993) also states that “these social and environmental obstacles are compounded by a considerable lack of infrastructure in the mentoring field. Programs are struggling to implement publicized models, and actual practice is uneven” (p. 23). As a solution, Freedman suggests a more multi-faceted approach to mentoring by creating mentor-rich schools, social programs, and youth organizations. According to Freedman (1993), this is “one way of moving beyond the chimera of ‘supermentoring,’ in which a single charismatic adult is called on to be a heroic influence, providing for all the young person’s needs in one relationship” (p. 26). Although mentoring is a proven form of

intervention, if too much importance is placed on its success without a supportive structure in place, then it will fail.

### **Mentoring Women**

As mentioned earlier, this section is a new development in mentoring literature. Although there has been literature published on mentoring women in the past, the volume has not justified separating it from the business literature. However, as women become a more prevalent aspect of the work force, so has the amount of literature regarding mentoring women increased. Lee & Nolan (1998) reported U.S. Department of Labor, Women's Bureau, 1992, statistics citing that 45 percent of the labor force in 1990 were women (p. 3). Additionally, Lee & Nolan (1998) cited Powell's (1990) report indicating that women will become 47 percent of the civilian labor force in the year 2005, and that approximately one half of the bachelor's degrees awarded since 1982 have been awarded to women (p. 3). However, DiDio (1997) cited WITI's survey of 500 women in the IT field showing only 29% of the women who said they had an equal chance at becoming their employer (p.6). Interestingly, Dido noted that the technology and science workforce has a high percentage of women represented, but women only represent 2% of the executive positions (p. 6). According to this information, women represent almost half of the civilian labor force, are awarded half of the bachelor's degrees, have a large representation in scientific and technology fields, but are represented in a dramatically small percentage of executive positions. Martinez (1997) finds similar statistics. Although women comprise 46 percent of the U.S. labor force, only 10 percent of all

corporate officers are women, and only one Fortune 500 company has a woman CEO (Martinez, 1997, p. 80).

According to Martinez (1997), Catalyst, a research organization, conducted a confidential study of several thousand women to discover why they left their positions. The study did not confirm what many organizations assumed, that the women were giving up paid work altogether. Instead, the study revealed that the women Catalyst surveyed were either moving to companies that provide a more level playing field, or starting their own businesses (p. 80).

These statistics support the concept that women have fewer women to whom they can aspire and form mentoring relationships. “Jeanne Speizer (1981) talks of role models, mentors, and sponsors as ‘elusive concepts,’ a new set of moving targets offered to women as an explanation of why they are not advancing in their careers” (cited in Keele & DeLamare-Schaefer, 1984, p. 37). According to Hale (1995), the availability of female mentors is primarily impeded by the lack of women in management positions, particularly in male-dominated professions (p. 327).

In response to this trend, companies are looking at formal mentoring programs as a resource to help women and people of color break through barriers to the upper levels of management. Mentoring programs can create opportunities for all people, as well as change senior-executive behaviors (Hardy, 1998, p.11). One issue for organizations to be aware of however, is the ever-present gender issue. Hale (1995) noted three primary problems associated with opposite gender mentoring relationships. First, the reluctance of female proteges to seek male mentors; second, the unwillingness of male mentors to

accept females as proteges; and the third problem involves unwanted sexual overtures and possible harassment (p. 327).

An example of women being mentored was cited by Elizabeth Bernstein (1998) where a manager created, "...Starting with Women, a program aimed at making it easier for women at Reading to advance in management and to cope with the unique factors-including child care, lack of confidence, and male resentment-that affect them in the workforce" (p. 31). As a result of this mentoring program, "Nancy Murphy says she cried when Doherty promoted her to GM about a year ago. 'When he offered me the position, he said he'd help me relocate... with daycare, whatever he could do to enable me to become a GM'" (Bernstein, 1998, p. 32).

An interesting note about the literature regarding women in mentoring is that there is literature on both sides of the gender issue. According to Wilkinson (1995) in a study of mentoring graduate students,

Findings did not support the hypothesis that female graduate students have more difficulty securing a primary mentor than do their male peers....Findings also indicated no statistically significant gender differences among mentoring functions provided to the graduate students in this sample regardless of gender of the mentor. (p.1)

Although labor statistics clearly show that the number of available women mentors is significantly less than available male mentors or than the number of women

mentees, an uncovered area of study is the significance of cross gender mentoring on the quality of mentoring in various organizational settings.

### **Mentoring Minorities**

The area of mentoring minorities was not observed in Merriam's 1983 study. Since that time, however, several articles have appeared regarding mentoring and minorities. Although much literature is written with regard to mentoring minorities, the majority of the literature is contextual. However, because this was a prevailing topic throughout the literature review, it deserves notice.

Rodriguez noted that "The traditional model of mentoring imposes a monocultural perspective and an assimilationist goal" (p. 73). Rodriguez (1990) references Minnich's theory of alterity as an important operational theory in mentoring to diversity or multicultural mentoring. Minnich's theory of alterity states one person's view of another person as strange, different, inferior or deficient, distant from himself or herself (p. 73). Conversely, Cohen (1995) wrote "The principle of respecting differences is a foundation stone of mentoring" (p. 149).

Throughout the literature, a common theme of trust continually appeared, regardless of the context. All of these statements lead to that issue of trust. Without trust, the mentoring relationship is doomed for failure, as neither party will be willing to open up to the other. Additionally, neither party will want to follow the offered insight, and as a result, all parties, including the organization, will suffer.

A study on gender, race and training in the federal civil service appeared in *Public Administration Quarterly* (1998). Of that study, Smithey & Lewis (p. 225) wrote:

As suggested by the bivariate analysis, all groups were about equally likely to receive mentoring by a higher-level manager or supervisor. Controls for education, experience, and grade had little impact on this finding. Surprisingly, however, when the authors restricted the sample to professional and administrative employees, black women were the most likely to have mentors. On the other hand, black women were less likely than white men to receive mentoring during their first five years of service while black men were more likely (than white men) to obtain it.

As companies look toward mentoring as a way to help minorities advance within the organization, there must be an awareness of passive biases and how they affect attitudes, policy, and decision making (Hardy, 1998, p. 11). However, Tyler cites Wendell's (1998) warning, "Don't set up the program so that diversity is the only goal,.....What that does is send a signal that the mentee group is deficient in some way" (p. 101).

Issues of minority mentoring cover institutions of education, business, and adult learning. A study of 85 students of color participating in an assigned mentoring program based on Noe's Mentor Functions Scale (2988), revealed the existence of two mentor functions: (a) the psychosocial function, seen in other studies and (b) the second function, which has generally been career enhancement, which proved to be a function related to

retention (Horton,1996). This indicates a need for further research in the area of mentoring minorities.

### **Alternative Approaches to Mentoring**

A surprising development during this literature review was the revealing of new alternative approaches to mentoring. Much of the literature regarding alternative approaches to mentoring is contextual. Although these approaches stray from the traditional one-to-one model, there are aspects of their design which follow traditional mentoring methods.

**Electronic Mentoring.** Telementoring is becoming a method for developing mentoring relationships across the globe. As more aspects of business are termed global, the concept of mentoring must also be expanded into the global society. Telementoring is defined as “the use of telecommunications to support the development of mentoring relationships between students in school and adults in workplaces” (O’Neill, 1998, p. 1). During this literature review, four different electronic mentoring approaches were cited. Although the material reviewed is primarily contextual, it offers an insight into the future partnering of technology and mentoring.

The first approach cited in *The Futurist*, became operational in 1996. The Electronic Mentoring, Teaching, and Information Resource Network project makes university resources electronically available to California students, teachers and counselors in grades K-12, community colleges, and universities. “Our keen interest is trying to take disadvantaged people who ordinarily would not have this kind of access



and would not consider or dream of attending Berkeley and forming links between them and people on campus to make it a possibility,” says Tom O’Brien, instructional technology coordinator for Berkeley’s Academic Achievement Division.”(1995, p. 55)

The second K-12 telementoring effort cited is curriculum-based mentoring which pairs 90 science students with more than a hundred volunteer scientists from government, academia and industry. This mentoring effort focused on structured activities that support productive, ongoing discourse; network services designed to reduce administrative teacher workload; and strategies to determine how students’ written research arguments were influenced by telementoring (O’Neill, 1998, p.1515). According to O’Neill, “One important finding from the research is that teams of students who invested greater effort in sustaining their telementoring relationships were significantly more likely to produce sophisticated arguments about their research in their final reports” (p. 1515).

Both of these telementoring efforts mirror traditional mentoring, as there is a one-to-one connection working towards the development of the mentee. The question remains as to the strength and longevity of the relationship. The use of technology may require more discipline and self-directedness to benefit from the relationship. It is much harder to turn down somebody when they are standing in front of you , than it is to simply not use the technology.

A telementoring group format was established with Systers, which is an electronic network of 1,850 scientists, scholars and students in more than 20 countries. The online women’s group primarily focuses on mentoring, and offers advice and encouragement on a variety of topics ranging from job interviews to having children before or after graduate

school” (Kirka, 1995, p. 23). “The Systers have in common a passion for the potential of computer science, as well as the isolation that can accompany...an underrepresented minority in a specific field” (Kirka, 1995, p. 23). The environment provides women an opportunity to extract knowledge from one another, gain support, and feel okay with asking questions.

This format is more in the image of group mentoring efforts, with the exception of a clearly defined mentor for the group that can direct and guide them. This new alternative approach to mentoring is probably the furthest away from traditional mentoring; however, it still offers the elements of adult development, support and trust.

Hewlett-Packard created a new approach to an old idea with a telementoring program designed to match HP employees with students in grades 5 through 12 (Dahle, 1995, p. 78). Enrollment expanded from 350 students in the first year of the program to 1,500 students during the second year (Dahle, 1999, p. 78). Since the program began in 1995, over 4,000 students in the United States, Canada, Australia, France and Singapore have participated.

The Hewlett-Packard program emphasizes one-on-one interactions via e-mail requiring specific commitments from everyone. The focus is to help students excel in math and science. Teachers are required to develop lesson plans for specific mentoring projects, then partner those projects with traditional classwork, and ensure that the students have email access. The Hewlett-Packard mentors have to agree to own the relationship (Dahle, 1999, p. 78). Through the use of technology, mentors can spend ten minutes a day from anywhere, reaching and impacting the lives of students anywhere.

Additionally, the technology makes it is easy for the mentor to have multiple interactions throughout any given day.

This particular telementoring effort is very similar to traditional mentoring, as both include a one-to-one relationship, and the goal of developing the mentee in a specific area. The factors of trust and mutual respect are present, even without the physical presence of the mentor. Because the teacher is physically present to support the mentee and is also a part of the mentoring effort, there must be trust and respect between the mentee and the teacher. Although the mentee must show discipline and self-directedness, the mentee can easily contact the mentor or the teacher for support at any time.

**Group Mentoring.** Amy Burgess, president of Wow'M: The Mentoring Company, pioneered the group-mentoring format by coupling group theory and traditional mentoring to form mentoring circles. Burgess' mentoring circles are comprised of up to 12 people, with a primary mentor and a facilitator. Due to the diversity in gender and race group mentoring participants gain a view of various perspectives (Drazga, 1998, p. A21). Also cited in Drazga's article was Ellie Gilfoyle, director of the Institute for Women and Leadership at Colorado State University who stated that, "mentoring circles are a way to survive the shards of glass once the glass ceiling is broken" (1988, p. A21). Although the benefits of gaining a wider view in mentoring circles is well cited, a potential negative effect that can occur if people feel intimidated in a group setting is not mentioned. Like traditional mentoring, these

mentoring circles offer guidance, support and encouragement in an environment of trust, credibility and mutual respect.

**Mentoring Constituencies.** Loeb's (1995) opinion of mentoring is that "...one-on-one mentoring...is quickly fading" (p. 213). He contends that "Old style mentoring is being replaced with the need to build constituencies" (p. 213). In the mentoring constituency, Loeb suggests that at least one superior up, one peer, and one subordinate be included. Additionally, Loeb warns not to limit the constituency to individuals from one organization. He suggests that one or more of the mentors should come from the outside. According to Loeb (1995), "These multiple mentors should be the people you can trust and turn to—individually—for counsel."(p. 213)

This format for mentoring does offer parallels to traditional mentoring. There is a form of one-to-one interaction, and the multiple relationships are intended to work towards the mentee's development. However, the mentor has now lost control of the mentee's directional growth. If each of the mentors works with the protégé in a different direction, their combined efforts can be counterproductive. Additionally, the concept of bringing in a mentor from outside offers potential perils. If the outside mentor is a competitor then there are obvious competitive issues. As well, if the mentee's immediate supervisor is unaware of, or does not approve of the outside mentor, potential jealousy and career issues could appear. Certainly the primary issue of trust falls into question when there are multiple mentors. When each mentor does not know what plan the others have for the mentee's development, or what the mentee has shared, then the mentor may have a tendency to hold back.

## **Mentoring Research**

One of Merriam's four criticisms of the mentoring literature was its unsophisticated nature. She cited that most of the data collection consisted of sending surveys to already successful business people or administrators. Merriam also noted that many of the published articles consisted of testimonials.

Noted throughout this literature review was the barrage of countless testimonials. Many of the articles citing the benefits of mentoring quote numerous testimonials of success stories. Although these articles are informative and provide a good source of general information, they do not answer the question of whether mentoring actually works and if there is a return on investment. These are the questions that organizations need answered.

In addition to the testimonial articles, there was a large amount of how-to literature in both article and text publications. The how-to publications discussed not only how to be a mentor, but also how to develop and implement a mentoring initiative. Issues of assessment and evaluation were also covered.

In the research studies, methods used included surveys, interviews, and control groups. Although many of the studies relied on basic percentages for data interpretation, there were several studies which employed full statistical capability. One of the factors which Merriam cited was a poor survey return rate. An example of such a study was the 1998 Mullen study, which identified mentors who serve both vocational and psychosocial mentoring functions. In this study, surveys were distributed to mentors and proteges in

seventeen different Midwestern organizations. The sample population consisted of 1640 subjects. However only 160 mentors and 140 proteges returned completed instruments, resulting in a response rate of 10% of the mentors and 8.5% of the proteges. The method of distribution may have contributed to the poor return.

Each mentor and protege was mailed a pair of surveys and was asked to complete one survey and give the parallel survey to their mentoring partner. By requiring the participant to give the survey to their mentoring partner, potential flaws were allowed. Both employee attrition and distribution of the survey instrument by the partner could be an explanation for differences in the return rates of the mentor and protégé.

Overall, Merriam's second criticism stating that, "From a research design perspective, the literature is relatively unsophisticated" (1983, p. 169). stands firm. The literature continues to be heavy in testimonials and weak in statistical data. However, the definition of mentoring still remains unclear, which contributes to the inability to produce reliable statistical data.

### **Mentoring Drawbacks**

Throughout Merriam's critical literature review there are a few notations of the drawbacks associated with mentoring. Merriam (1983) notes that one drawback was, "... there are no studies which attempt to document the prevalence or seriousness of the negative effects of mentoring, or the absence of mentoring. Only successful mentoring relationships have been reported" (p. 170). This type of one sided approach does not validate the concept of mentoring, but instead offers it as a wonderful phenomenon in

which all can participate. In order for any organization to properly evaluate whether mentoring fits their particular needs, the positive and negative aspects of mentoring should be examined.

In the current literature review, little has changed. Although there were some sources citing the drawbacks of mentoring, they are hard to find. There is literature regarding what not to do during a mentoring initiative as well as the misconceptions of mentoring. However, finding published drawbacks of practicing mentoring is difficult. Most of the drawbacks cited were related to the design, structure and preparation of the mentoring program, and the structure and culture of the organization. Structural drawbacks discovered included: coordinating the mentoring program with other programs; a complicated and expensive mentoring program administration; obtaining effectiveness data; and lack of publicity. Personal drawbacks discovered include: a score-keeping dimension, frustration, unrealistic expectations, feeling trapped, clashing behavior styles, too much attention, gap between rhetoric and reality. Further detail on mentoring drawbacks can be found in Appendix C.

### **Mentoring Program Evaluation Methods**

The position of Murray (1991, p.5) is that, “there are two basic schools of thought about mentoring that exist in today’s business world. One is the belief that mentoring can be structured or facilitated; the other is the belief that it can only ‘happen’.” “Fury (1980) writes that the mentor/protégé relationship is a ‘mysterious, chemical attraction of two people....prompting them to take the risks inherent in any intensely close relationship (p.

47)” as cited by Murray (1991, p. 6). This type of relationship is a wonderful experience, however it is extremely rare. Additionally, it is impossible to plan, organize, or evaluate because there is a mystical element which cannot be controlled. Often times when mentors and mentees are a part of such a relationship, even they are unaware of what is taking place. A connection has been made and neither party has chosen to enter into the mentoring relationship. Because of the spontaneity, these relationships are often rarely documented.

Murray (1991) notes that, whether formal or informal, “For a company to survive and thrive, it must have a mechanism for regenerating itself from within” (p. 9). Mentoring acts as the regenerative mechanism as knowledge is continuously flowing through the organizations, and employees continue to grow and develop. “The most important responsibility for a manager in organizations today is to enable people around him or her to learn” (Marquardt, 1996, p. 106-107).

In 1985 Levine (Murray, 1991) concluded from a survey of corporate development programs that formal mentorships probably comprise only 3 to 4 percent of the practiced mentoring. Levine cites the lack of data available on cost effectiveness as a possible reason for the lack of structured mentoring programs. Many organizations with mentoring initiatives do not have methods to measure the program’s direct impact on productivity or individual performance (p. 27). Because of the ‘warm fuzzy’ nature of the mentoring concept, it is difficult to measure concrete results of the mentoring effect.

Merriam cited the unsophisticated mentoring literature published prior to her article and noted the evaluation of established mentoring programs in businesses or



higher education also needed to be more extensive before conclusions could be drawn to the value of mentoring. The evaluation of either formal or informal mentoring programs is difficult and rare. Because the informal mentoring program lacks any structure, its evaluation is particularly difficult, due to the many variables involved. A formal mentoring program's structure allows more opportunity to gather data in order to measure the effectiveness of the program.

In current literature, Bell (1996) cited the Mentor scale as a form of a measurement pre-assessment tool. The Mentor Scale "provide(s) a painless way to determine what personal attributes you bring to the mentoring relationship" (p. 38). This tool offers mentor program facilitators the ability to determine: what skills the mentor volunteer brings to the program; what pairings can be made in order that both parties will benefit; and if the volunteer would even be beneficial to the program.

As a post assessment, Murray (1997) states that, "successful organizations are implementing, monitoring and tracking processes to measure the impact of the mentoring participants' experiences on the organizations' results, as well as the skills and experience levels of the proteges and the mentors" (p.2). Murray also cites some of the measured results attained in facilitated mentoring processes (p.2):

- Increased awareness by managers of the caliber of employees, core competencies, and talent pool.
- Higher ratings on evaluations of supervisors by subordinates
- Increased number of cross-functional transfers
- On 11 job essential skills, proteges increased skills by an average of 61%

- Gains in 9 of 11 generic career and life effectiveness skills after 13 months
- Greater knowledge of organization and other divisions
- Increased retention of the best and the brightest people” (1997, p.2)

Additional measurements of the benefits of a mentoring program can be seen as a domino effect throughout the organization. “The organizations perceived the main benefit of a formal mentoring program to be improved succession planning and management development” (Murray, 1991, p. 27). With mentoring programs in place, corporations witness a reduced attrition rate and an increase in applications. Cohen (1995) cites several studies of successful mentoring programs in business which “... reveal their positive contribution to career enhancement as demonstrated by personal adjustment, satisfaction and professional achievement (Bova, 1987; Kram, 1985; Marsick, 1987; Zey, 1984)” (p. 4).

Due to the qualitative nature of the mentoring concept, as well as the lack of a clearly defined concept, there is much room for debate and interpretation regarding the effectiveness of formal mentoring programs. Additionally, as Merriam cited in 1983, there remains a need for more extensive evaluation of established mentoring programs.

### **A Career Development Approach Focus**

“According to Zey (1986), five major social and economic trends are creating problems for the major corporation: the quest for innovation, the merger explosion, the changing composition of the workforce, the coming labor shortage, and the emergence of

the cross cultural corporation” (Murray, 1991, p. 19). The endless sea of change that today’s workforce is experiencing, “... renders skills and knowledge obsolete almost overnight, Peter Vaill’s term ‘Permanent whitewater’ has been used to characterize the feel of the workplace today” (Bell, 1996, p. xi). In order to be able to cope with the whitewater of today’s workplace, employees need to be prepared with the knowledge to succeed. They need to have the skills which will allow them to learn and grow in today’s learning organizations. They need to know where the rocks are hiding and which way to turn. It is through mentoring that this information can be shared.

However, today’s proteges need a different kind of mentoring relationship than that which just passed on to proteges what mentors knew. Today’s proteges also need to be empowered to use their diversity, creativity, ideas, passions, and initiative to make innovative contributions to their organizations (Mentoring Services Inc., 1998, p.1). According to Mentoring Services, Inc., instead of just sharing bits and pieces of information with the mentees, the mentor needs to allow the mentee to develop problem solving skills, judgment skills and the ability to think on their feet to be able to respond to today’s volatile workplace.

Umiker states (1998), “The highest order career development program is succession planning” (p. 14). Succession planning allows not only the organization to grow by not losing the intellectual capital, but also the individual mentee has gained more knowledge to aid in career progression. Preserving intellectual capital is quickly becoming the focus of many organizations with the baby boom generation quickly approaching retirement age. The importance of maintaining today’s knowledge base

becomes more important than ever, as the labor force changes by retirement, attrition, minorities and women taking a more predominant role in the workplace, and technological changes which requires learning new systems. Through mentoring, the intellectual capital will be preserved and the mentee will continue to grow within the company. According to Burruss (1988) and Kram (1983) “Mentoring can speed advancement within an organization and develop the mentor’s reputation as a leader and an expert with knowledge and wisdom to share” (as cited in Schulz, 1995, p. 59).

## **CHAPTER 4**

### **INTERVIEW RESULTS**

This chapter discusses information gathered during the interviews which comprised phase two of this study. The chapter is divided into five sections, based on the design of the interview instrument. The interview instrument (see Appendix E) was designed in an attempt to discover not only how the business community utilized the mentoring concept, but also how the business community defined mentoring. This parallels Merriam's criticism that the mentoring phenomenon is not clearly conceptualized. The interview instrument also addressed Merriam's fourth criticism that focused on businesses and institutions of higher education which need to evaluate their mentoring programs more extensively. Additional focus areas of the interview phase included the factors that inhibit or enhance mentoring and successful outcomes.

During the interview phase of this study, several commonalities and trends were discovered with regard to mentoring in the business community (see Appendix F). Of the population of 10 organizations, 7 practiced a formal mentoring program, 3 were actively investigating or furthering their current investigation of mentoring, and 2 organizations were not interested in mentoring. However, all 10 organizations felt that mentoring can enhance both the individual's career and the organizations development. Of the seven organizations that practiced mentoring, all the programs were structured, with employee to employee relationships. Additionally, six of the programs were one-to-one formats

with the remaining organization practicing a group format. Evaluation was practiced in five of the seven mentoring programs.

These findings suggest that even though mentoring may not be practiced, it is a concept which is valued as a developmental tool for both the individual and the organization. This may suggest that organizational culture, finances, resources or politics, among other variables, may prevent the introduction of a mentoring program. One organization interviewed cited a recent merger as the reason for not introducing a mentoring program at this time.

### **Mentoring Defined in the Business Community**

The first three questions of the interview instrument focused on the definition of mentoring. The first question posed to participants focused on words found in mentoring definitions throughout this literature review. Participants were asked if they felt that the words were associated with a mentoring relationship. Of the 27 words and phrases offered to participants, one of the most consistent associations was the words not associated with a mentoring relationship (see Appendix F for raw data). The words, “Spontaneous” and “Group Format” received only one response each. Words receiving a moderate response of 6-7 responses included, “Sponsor, Structured, Frequent Contact, and Come Alongside”. Those words unanimously selected as being associated with mentoring relationships included: “Learning, Guides, Educational, Caring, Advisor, Helping, Career Enhancing, Interactive, Role Models, Developmental, Challenging, and Sharing.” These findings suggest that the traditional one-to-one mentoring format is

consistent with how mentoring is currently viewed. This also supports the concept that mentoring is a two way interactive process, with both the mentor and mentee benefiting from the relationship. Additionally, the idea that mentoring is not only a learning and developmental process, but also a process that can enhance a mentee's career is highlighted by these findings. The majority of participants, however, did not associate spontaneity with a mentoring relationship, as seen in the classical<sup>2</sup> sense of mentoring. Interestingly, although all of the organizations practicing mentoring cited a structured program, some did not associate structure with a mentoring relationship. This supports the idea of flexibility within the mentoring relationship to allow for growth and development. It also leads to question the interpretation of the word, 'structured', which may have been interpreted as too limiting, causing respondents to not associate it with a mentoring relationship.

When asked to define mentoring, the result was a wide variety of definitions. This finding confirms the lack of a clear definition of mentoring, supporting both the current literature as well as Merriam's first criticism of a lack of a clear mentoring conceptualization. This variety of definitions could be explained by the different business needs of each of the participating organizations. Upon further examination of the definitions, it can be seen that each of the definitions is designed to meet specific goals. One definition specifically mentions that the program is for high potential future leaders, whereas another broadly defines mentoring as a sharing of knowledge to develop the growth of the individual and the company. Much like a mission statement is unique to an organization, the mentoring initiative also is unique to the organizations goals, strategies,

mission and needs. The variety of definitions also reveals the difference between mentoring and mentoring programs. Instead of defining the mentoring concept, as noted above, some participants defined their mentoring initiative. Such responses define how the mentoring concept is utilized, rather than how the organization defines the concept, which again adds to the confusion over the mentoring concept.

Throughout the different definitions the primary consistencies were that the mentor is viewed as a guide and that mentoring is seen as a developmental concept. However, each of these words only received four responses, which is not a prevailing theme. In response to whether the terms coaching and mentoring could be differentiated; 4 respondents felt that the terms were the same, 4 felt that there were varying differences in the terms, and 2 felt that the concepts were interchangeable. One interesting dynamic in the responses that noted a difference between coaching and mentoring, is that two respondents felt that a direct boss could act as a coach, but not as a mentor. This supports the current literature, which cited the potential negative effects of a mentoring relationship. When working to develop an individual to advance within the company, issues of jealousy can arise when that mentee then advances past the supervisory mentor. Issues of jealousy can also arise when a mentoring initiative is targeted to only a specific segment of the organization. These issues can cause mentoring to backfire.

The idea that a coach can be a direct supervisor is also consistent with two other responses in defining the difference between coaching and mentoring. Two respondents stated that coaching is more teaching and training, while mentoring is more holistic, self-guided discovery. In this viewpoint of coaching, the focus is not on development, but on



a particular task or process. Although there still is risk that the mentee will advance past the mentor, the focus for the coach is not on promoting that development. As the terms coaching and mentoring are used interchangeably, the lack of clarity when defining mentoring continues.

### **How is Mentoring Utilized within the Business Community?**

Questions 6, 7 and 8 focused on whether the organization practiced mentoring and if not, then was mentoring being investigated for future use? Of the population of 10 organizations, 7 practiced a formal mentoring program, 3 were actively investigating or furthering their current investigation of mentoring, and 2 organizations were not interested in mentoring. Of the 7 organizations that practiced mentoring, all the programs were structured, with employee to employee relationships. Additionally, six of the programs were one to one formats with the remaining organization practicing group format mentoring. Evaluation was practiced in 5 of the 7 mentoring programs.

A consistent theme which emerged during the interview phase involved mentoring programs designed to target a specific group of individuals. Of the 7 organizations in this study that practice mentoring programs, 6 targeted specific segments of their population with participation rates of .6%-16.7% of the population. Such targets included, technical staff, high potential employees, high executives, permanent employees, and new hire or newly promoted managers. Although some of these targeted groups may be rather large in size, they still represent only a segment of the organization, leaving some members of the population not involved in the program.

Hewlett-Packard was the only organization in this study that cited a broad-based mentoring initiative. At Hewlett-Packard, their mentoring program is on a volunteer basis for both the mentors and mentees. The program is available for all employees at all levels at the Roseville site. Although their mentoring program is broad based, only one of the goals is the development and retention of females and minorities. This supports the literature where, Tyler (1998) cites Wendell's warning, "Don't set up the program so that diversity is the only goal,.....What that does is send a signal that the mentee group is deficient in some way" (p. 101). Through focusing on all employees, Hewlett-Packard is also advancing the efforts for women and minority development without opening the door to potential backfires.

A second goal of the mentoring program at Hewlett-Packard is to foster professional development and career growth. This was a common theme throughout the interviews, occurring in 4 of the 7 organizations practicing mentoring. Other mentoring program goals included, building personal networks, leadership development, and preparation for new positions.

All of the practicing organizations responded that an effective mentoring program can enhance an individual's career development and a company's development. The reason cited for this belief in all cases was the positive ripple effect that investing in employees can have on an organization. Reasons for this ripple effect included: more effective and satisfied staff; increased morale; the ability to align the individual with organizational goals causing increased human performance; a commitment and investment in people creating growth; continued growth through people development;

and exposure to other areas within the organization creating new opportunities. An additional benefit noted by both Unisys and Hewlett-Packard was the reciprocal benefit gained by the mentor from mutual learning with the mentee.

Although this information certainly is beneficial to the mentoring concept, there is little statistical data to support these claims. Further investigation of existing mentoring programs should include examination of retention rates, employee morale, and employee advancement records, along with the goals and structure of the mentoring initiative and organizational dynamics. Did the program attain its goals? Were there added ripple effect benefits? To effectively evaluate the ability of mentoring as a viable career development resource, more evidence as to mentorings benefits is needed. Without this information, it can be argued that an increase in employee retention may be due to other variables, such as benefits, management, economic trends, societal changes, or retirement issues.

### **Evaluating Mentoring**

Merriam's fourth criticism stated that businesses and institutions of higher education needed to evaluate their mentoring programs more extensively. Information gathered from this survey supports this criticism. Although some forms of evaluation are being practiced, the focus is primarily on the program and its participants and not on the overall effect that the program has on the organization.

In this survey, as part of describing their particular mentoring program, participants were also asked to describe their evaluation method. Five of the seven practicing organizations cited some method of evaluation. Methods of evaluation used

were surveys, meetings, and focus groups. Additionally, Unisys employed technology in their evaluation technique by offering an online survey.

These evaluation methods are all beneficial to the mentoring program and the organization. However, in order to continue to advance mentorings development, the next step in evaluation must be taken and the effects of mentoring on the organization need to be examined. By determining how mentoring effects the organization, it can then be determined if there is a return on the mentoring investment.

### **Factors that Enhance or Inhibit Mentoring**

Questions 4 and 5 asked participants to describe factors they felt enhanced or inhibited mentoring and also what they felt were major contributing factors towards a successful mentoring program. Although there were many important factors cited, the predominant factors reported included time, organizational structure, and organizational support. However, none of these factors received a significant number of responses with only 4 responses for each. The large number of different factors from respondents has caused little factor duplication throughout the study population. These responses may also be due to the diversity of organizations participating, as well as the participants' experiences. If the participant has had little support in a prior experience, then factors such as organizational support will be important to them. Another situation where a participant was part of a project where there was no trust, would cause trust to become an important factor. Additionally, if the organization is a learning organization with a supportive environment, then organizational support may become less important, and

time may become more important. The dynamics of the organization and its environment will have a great effect on the factors that enhance or inhibit mentoring.

When asked about factors contributing to a successful mentoring program, leadership support was seen as the primary contributing factor with 6 responses. This was the only contributing factor that had a significant number of responses. This supports the above responses where organizational support was cited as a factor that could enhance or inhibit the effectiveness of mentoring.

### **Mentoring Program Successful Outcomes**

Lastly, when asked about what successful outcomes participants looked for in a mentoring program, the response was retention and career advancement. It is important to note that each of these outcomes only received four responses. Succession planning, retention and career advancement have been a recurring theme throughout this study. However, there is little statistical data to support the correlation between mentoring and these outcomes. One participant that did note a survey result which substantiated the connection between career advancement and mentoring was the BC Public Service. In its survey responses, 25% of those who completed the survey cited that they had a promotional opportunity or career enhancing experience after participating in the mentoring program.

This finding suggests that while career enhancement and retention are seen as popular outcomes, each organization determines successful outcomes based upon their specific organizational needs and mentoring initiative goals. Additionally, programs are also designed around the mentees achieving their particular goals.

In general, the interview portion of this study, reinforced the lack of clarity within the concept of mentoring. Each organization structured and defined its mentoring initiative to meet the specific goals of the mentoring program. These types of inconsistencies make comparison and evaluation difficult.

After conducting the interview phase of this study, it is apparent that mentoring is valued and respected within the business community as a career development and succession planning strategy. However, it is also apparent that further research is needed with a larger population of diverse organizations. Additional evaluation of organizational mentoring program goals and the effects of those mentoring programs needs to be further examined in order to validate the viability of mentoring as a career development resource.

## **CHAPTER 5**

### **SUMMARY, IMPLICATIONS AND RECOMMENDATIONS**

In her 1983 study, Merriam states that, "...there is much work yet to be done before mentoring should be advocated as an intervention strategy in career development, adult learning, or adult growth and development" (p.171). Between 1983 and 1999 the amount of mentoring literature written has grown immensely as evidenced by the literature review in Chapter 3. In fact, there were over 380 articles published in academic journals on mentoring in business and education between 1980 and 1990 (Wunsch, 1994 cited in Galbraith and Cohen, 1995). However, Merriam's statement regarding the amount of work to be done still holds true. This chapter summarizes the information in previous chapters with regard to the development of mentoring literature since Merriam's 1983 article, the advancements in Merriam's four criticisms, and the viability of mentoring as a career development resource for the business community. This chapter concludes with recommendations for further mentoring research.

#### **Mentoring Literature Development**

During Merriam's (1983) literature review, she found that the majority of published mentoring articles consisted of testimonials or opinions regarding the mentoring benefits and articles on how to find or be a mentor (pp. 169-170). Merriam also noted flaws in the existing mentoring studies citing, unsophisticated and limiting research methods (1983, p. 170). In the current study's literature review, testimonials and

how to publications continue to prevail as the predominant focus of the literature on mentoring. The “how-to” literature, however, has expanded to include not only how to find and be a mentor, but also how to design and implement a formal mentoring program.

The central themes of mentoring in adult development, business and academia continued in this current literature review, however additional themes gained prevalence. New themes that emerged within the mentoring literature included mentoring women, mentoring minorities and alternative approaches to mentoring. With few women and minority in executive positions, organizations are looking at formal mentoring programs as a resource to help them grow and develop beyond the proverbial glass ceiling. Because there are few women and minorities available to act as mentors, however, issues are created in trying to provide the developmental influence of mentoring. One such issue is that of cross gender mentoring. Hale (1995) cited three problems with cross gender mentoring; a) women are reluctant to seek out male mentors, b) men are unwilling to accept women as mentees, and c) potential for sexual overtures and harassment. Although labor statistics clearly show that the number of available women mentors is significantly less than available male mentors, and as women continue to occupy a larger percentage of the workforce, the significance of cross gender mentoring on the quality of mentoring is still an uncovered research topic. Future research could thus focus upon the significance of cross gender mentoring on the quality of mentoring within a variety of organizational settings.

Additionally, mentoring minorities has also been cited as an initiative to help minorities advance within the organization. However, these initiatives have backfired in



some cases as Wendell (cited in Tyler, 1998, p. 101) warned, “Don’t set up the program so that diversity is the only goal....What that does is send a signal that the mentee group is deficient in some way.” Another possible issue involves members of other groups within the organization becoming jealous. Because of these issues, and the lack of empirical data regarding mentoring minorities, future research is needed. Research could focus upon the significance of exclusively minority targeted mentoring initiatives and the effects of cross cultural mentoring on the quality of mentoring within a variety of organizational settings.

A surprise development during this literature review was the emergence of alternative approaches to mentoring. These approaches stray from the traditional model of one-to-one interaction, however the design meets specific organizational needs. Three different alternative forms to mentoring emerged; telementoring, group mentoring and mentoring constituencies. The current literature available on these alternative approaches to mentoring is primarily contextual, thus creating an opportunity for research on the effectiveness of these approaches.

As the world becomes more globally focused, and the pace of today’s society increases, the advantages of an electronic medium have been realized in a variety of telementoring programs. However, the strength and length of the mentor mentee relationship in a telementoring initiative has yet to be studied.

For those organizations where mentors for specific segments of the organization are not readily available, group mentoring has found a niche. The group mentoring format allows highly technical staff, women and minority groups to benefit from

mentoring and gain a wider view from a multitude of perspectives. This particular style of mentoring leads one to look at the definition of mentoring, as group mentoring could be interpreted as counseling. Additionally, the potential negative aspects of intimidation within a group setting have not been studied. Further research could thus look at the definition of group mentoring, its effectiveness and potential negative aspects of a group dynamic.

The last alternative mentoring format, mentoring constituencies, promotes mentees seeking out several different mentors from both inside and outside of the organization. Although this approach helps to build a deep bench of support for the mentee, there are also potential drawbacks which have not been examined. With mentoring constituencies, the mentor has lost control of the mentees directional growth. If each of the mentors work with the protégé in a different direction, their efforts combined can be counterproductive and potentially damaging to the mentee. Additionally, the concept of bringing in a mentor from outside offers potential perils. If the outside mentor is a competitor then there are obvious competitive issues. As well, if the mentees' immediate supervisor is unaware of, or does not approve of the outside mentor, potential jealousy and career issues could appear. Certainly the primary issue of trust falls into question when there are multiple mentors. When each mentor does not know what plan the others have for the mentee's development, or what the mentee has shared, then the mentor may have a tendency to hold back. This offers an opportunity for much research concerning the effects of mentor constituencies on the mentee as well as

the organization. Additionally the dynamics of the multiple mentor – mentee relationship offers opportunity for research.

This literature review also revealed an emergence of information on the dynamics of the mentoring relationship, which Merriam had cited as an area for future research. Schulz (1995) stated that, “ Learning is a transformational journey that involves relating to other people in some kind of organizational setting” (p. 57). Referring to mentoring in the business organization, Galbraith and Cohen (1995) noted that, “ The mentor-mentee concept applies to the workplace because all staff members must function as continuing adult learners if they are to perform at their maximum and allow their organization to successfully compete in a highly demanding marketplace” (p. 11). As quickly as technology is changing in the information society, adult learners must rely on the knowledge and skills of those people around them to continue to grow, thus creating the need for a learning organization and an avenue for mentoring to help develop that learning organization.

According to Cohen (1995), mentoring is viewed as a transactional process of learning, which highlights the interpersonal interaction between the mentor and an adult learner created through collaborative participation in the educational experience and mutual reflection about the process and results of learning (p.16). However, this relationship is a two way street with the mentor also benefiting from the knowledge of and interaction with the mentee and “... may possibly be one of the most developmentally important relationships a person can experience in adulthood” (Bova, 1987) (as cited in Schulz, 1995, p.57). These statements all exemplify the concept that

mentoring is not only a diverse relationship, but also that mentoring is grounded within the principles of adult learning. Bell's book, "*Managers As Mentors* is based on five axioms about how adult learning occurs....first articulated by....Dr. Malcolm Knowles....

- Adults are motivated to learn as they develop needs that learning will satisfy
- Adult orientation to learning is life or work-oriented
- Experience is the richest resource for adult learning
- Adults have a deep need to be self-directing
- Individual differences among adult learners increase with age and experience." (1996, pp. 25-26)<sup>3</sup>

### **Merriam's Criticisms**

In response to Merriam's four criticisms of the mentoring literature published prior to 1983, there has been some advancement; however, there is still much opportunity for growth and development of the mentoring concept. Merriam's *first* criticism stated that the phenomenon of mentoring is not clearly conceptualized. As cited in Chapter 3 of this study (Literature Review Results), the definition of mentoring has remained unclear. Adding the dynamics of the new alternative methods of mentoring has only clouded the definition of mentoring. Without a clear definition, measurement, evaluation and comparison will be difficult and will always leave opportunity for argument. However, it may not be possible to develop an agreed upon universal definition. Therefore, a primary future research focus area should be determining if a clear universal definition for the

mentoring concept can be determined, or if only consistent core elements of mentoring can be defined.

Merriam's *second* criticism cited the unsophisticated nature of the current literature. As mentioned earlier, the barrage of countless testimonials continues and the statistical data are minimal. Many of the articles citing the benefits of mentoring quote numerous testimonials of success stories. In addition to the testimonial articles, there was a large amount of how-to literature in both article and text publications. Although these publications are informative and provide a good source of general information, they do not answer the question of whether mentoring actually works and if there is a return on investment.

The occasional mention of potential drawbacks or dangers is Merriam's *third* criticism. This too has changed only mildly as sources citing the drawbacks of mentoring are hard to find. There is literature regarding what not to do during a mentoring initiative as well as the misconceptions of mentoring. However, finding published drawbacks of practicing mentoring is difficult. Most of the drawbacks cited were related to design, structure and preparation of the mentoring program, and the structure and culture of the organization.

Merriam's last criticism stated that formal mentoring programs established in some businesses and institutions of higher education need to be evaluated more extensively before conclusions can be reached as to their value. This criticism shows little advancement. The evaluation of either formal or informal mentoring programs is difficult and rare. Because the informal mentoring program lacks any structure, its evaluation is

particularly difficult. A formal mentoring program's structure allows more opportunity to gather data in order to measure the effectiveness of the program. Although Murray cites several measurable results attained in facilitated mentoring processes, until there is a clear definition of mentoring, these results will remain questionable. Additionally, without clearly defined goals, and the program structure to support those goals, the results will remain in question.

Due to the qualitative nature of the mentoring concept, as well as the lack of a clear definition, there is much room for debate and interpretation regarding the effectiveness of a formal mentoring program. Overall, Merriam's four criticisms remain prominent in the literature, with an ever-present need for a clear definition of the mentoring concept.

### **Mentoring as a Career Development Resource for Business**

According to Bell (1996), "...the endless sea of change that today's workforce is experiencing renders skills and knowledge obsolete almost overnight" (p. xi). Like much of the literature reviewed many reasons can be cited as reasons to implement mentoring programs, from change to retention and succession planning. However, the statistical data needed to support mentoring's career enhancing ability is unavailable. Much of the literature spoke of preserving intellectual capital; however, there was no measurement for intellectual capital cited. Logically, the idea of using mentoring to improve retention rate, perform succession planning and preserve intellectual capital makes sense. There are many other human resource and training initiatives, however, that can also be cited as the

reason for these outcomes. Future research should examine the effects of a formal mentoring program on retention rates, succession planning, and intellectual capital.

During this study's interview phase (see Appendix F), of a population of ten organizations, seven practiced a formal mentoring program, three were actively investigating or furthering their current investigation of mentoring, and two organizations were not interested in mentoring. All ten organizations, however, felt that mentoring could enhance both the individual's career and the organizations development. All seven organizations that practiced mentoring, had structured their programs, with employee to employee relationships. Additionally, six organizations designed their programs with a one-to-one format and the remaining organization practiced a group format. Five of the seven organizations evaluated their mentoring programs.

These findings suggest that even though mentoring may not be practiced, it is a concept which is valued as a developmental tool for both the individual and the organization. This may suggest that organizational culture, finances, resources or politics, among other variables may prevent the introduction of a mentoring program. One organization interviewed cited a recent merger as the reason for not introducing a mentoring program at this time.

Other interview questions focused on the definition of mentoring. The first question posed to participants focused on words found in mentoring definitions throughout this literature review. Participants were asked if they felt that the words were associated with a mentoring relationship. Of the 27 words and phrases offered to participants, the most predominant associations were those that did not associate with a

mentoring relationship. The words, “Spontaneous” and “Group Format” received only one response for each. Words receiving a moderate response of 6-7 responses included, “Sponsor, Structured, Frequent Contact, and Come Alongside.” These findings suggest that the traditional one-to-one mentoring format is predominant in how mentoring is viewed. Interestingly, although all of the organizations practicing mentoring cited a structured program, some did not associate structure with a mentoring relationship. This supports the idea of flexibility within the mentoring relationship to allow for growth and development. Additionally, the interpretation of the word structure comes into question. If participants interpreted structure as being too limiting, they may not have seen an association between structure and a mentoring relationship.

When asked to then define mentoring, the wide variety of definitions confirms the lack of a clear definition of mentoring. Throughout the different definitions the primary consistencies were that the mentor is viewed as a guide and mentoring is viewed as a developmental concept. However, each of these words only received four responses, which is not a prevailing theme. In response to whether the terms coaching and mentoring could be defined, 4 respondents felt that the terms were the same, and 2 felt that the concepts were part of each other. Upon further examination of the definitions, it can be seen that each of the definitions was designed to meet specific goals within the organization. Much like a mission statement is unique to an organization, the mentoring initiative also is unique to the organization’s goals, strategies, mission, and needs.

When focusing on how mentoring is currently utilized within the business community, it was found that the majority of current mentoring programs examined are



designed to target a specific group of individuals. The programs examined were primarily structured with employee to employee relationships, with one-to-one formats. A common theme throughout the different programs was the goal of career development. Other mentoring program goals which were cited included: building personal networks, leadership development, and preparation for new positions.

All of the practicing organizations responded that an effective mentoring program can enhance an individual's career development and a company's development. The reason cited for this belief in all cases was the positive ripple effect that investing in employees can have on an organization. Reasons for this ripple effect included more effective and satisfied staff, increased morale, the ability to align the individual with organizational goals creating the potential for increased human performance, a commitment and investment in people creating growth, continued growth through people development, and exposure to other areas within the organization creating new opportunities. An additional positive result noted was the reciprocal benefit gained by the mentor from mutual learning with the mentee.

Although this information is beneficial to the mentoring concept, there is little statistical data to support these claims. Further investigation of existing mentoring programs should include examination of retention rates, employee morale, and employee advancement records, along with the goals and structure of the mentoring initiative and organizational dynamics. Did the program attain its goals? Were there added ripple effect benefits? To effectively evaluate the ability of mentoring as a viable career development resource, more evidence as to the benefits of mentoring is needed. Without this

information, it can be argued that an increase in employee retention may have been due to other issues, such as benefit changes, management changes, economic trends, societal changes, or retirement issues.

Regarding evaluation, only 5 of the 7 practicing organizations performed evaluations. The methods of evaluation used were surveys, meetings, and focus groups. Although these surveys benefited the development of the mentoring program and its participants, the element of how mentoring effected the organization was not evaluated. In order to continue to advance mentoring's development, the next step in evaluation must be taken and the effects of mentoring on the organization need to be examined. By determining how mentoring effects the organization, it can then be determined if there is a return on the mentoring investment.

In determining factors that inhibit or enhance mentoring, the predominant factors included time, organizational structure, and organizational support. When asked about factors contributing to a successful mentoring program, Leadership support was seen as the primary contributing factor. Lastly, when asked about what successful outcomes participants looked for in a mentoring program, retention and career advancement were described as the primary outcomes organizations look for. It is important to note that each of these outcomes only received four responses. This finding suggests that while career enhancement and retention are seen as popular outcomes, each organization determines successful outcomes based upon their specific organizational needs.

In general, the interview portion of this study, reinforced the lack of clarity within the concept of mentoring. Each organization structured and defined its mentoring

initiative to meet the specific goals of the mentoring program. These types of inconsistencies make comparison and evaluation difficult.

After conducting the interview phase of this study, it is apparent that mentoring is valued and respected within the business community as a career development and succession planning strategy. However, it is also apparent that further research is needed with a larger population of diverse organizations. Additional evaluation of organizational mentoring program goals and the effects of those mentoring programs on the organization needs to be further examined in order to validate the viability of mentoring as a career development resource. Through looking at the effects of mentoring on the organization, further examination can also be made regarding why organizations do not practice mentoring.

### **Recommendations for Further Research**

Through the mentoring relationship, whether it is in the corporate world, academia, or community, the adult learner's focus is oriented to life and work. Mentors have the opportunity to share many of their life and work experiences. It is these experiences that often will make a connection with the mentee. Through sharing experiences, the mentee knows that the mentor has been in similar situations; it levels the playing field. Even a formal mentoring program is a self-directed program, as the mentor and mentee are allowed to schedule their meetings, discussions, and experiences. This allows the mentoring to be tailored to the mentee, again realizing that the focus of the mentor program is on the individual. As adult learners grow, learn and experience life,

their differences grow exponentially. Therefore, it is my position that these are the experiences that need to be nurtured and shared, so that all members of the community will benefit.

Murray (1991) cites several organizations within industry, education, and government in the United States that practice some form of a structured mentoring program. A partial list of those mentioned includes American College, AT & T, Bell Labs, California Women in Government, Federal Express, the GAO, General Motors, Glendale Federal Savings, Hughes Aircraft, JC Penney, Jewel Tea, Merrill Lynch and New York University (p. 26). Additionally, this study looked at ten different organizations, including Unisys, Flik International, Hewlett Packard and British Columbia Public Service with regard to practicing mentoring. Although this information makes it appear that mentoring is alive a well in the business area, it is also important to keep in mind that the intensity and design of each of these programs is unique to their particular organization, making it difficult to validate mentoring programs simply by the number of organizations participating in some form of mentoring.

Overall, the mentoring phenomenon has reached new heights without a clear definition or valid method of research, confirming Merriam's 1983 criticisms. The pros and cons of both formal and informal mentoring will continue to be argued; however, it cannot be ignored that there is potential value in a well planned, facilitated mentoring program. As we move deeper into an information society, the benefits of a learning organization lead us more and more toward the value of mentoring in all facets of society.

Themes that emerged during this literature review confirmed Merriam's four criticisms: that a) there is still no clear, concise definition of mentoring, b) the nature of the literature remains unsophisticated, c) it is difficult to measure results for a mentoring event, and d) there is only an occasional mention of mentoring drawbacks. Two additional themes emerge from the literature review, augmenting Merriam's study. First, the mentoring process is seen as a two way relationship process. Mentoring requires active participation from both the mentor and mentee in order to be effective. Secondly, mentoring is based strongly within the principles of adult learning, as mentoring utilizes the value of experience and self-directed learning skills. Additional expansion has evolved in the amount of literature regarding mentoring women and minorities, and alternative mentoring methods. Currently much information about mentoring has been published, however it is segmented and limited in its ability to provide a global view of mentoring.

Through updating Merriam's study, this study provides a springboard for the many areas of future research within the mentoring concept. Areas for future research include cross gender mentoring, cross cultural mentoring, the effectiveness of alternative mentoring approaches, the strength of telementoring relationships, the group mentoring format, the dynamics and effectiveness of mentoring constituencies, and the effects of mentoring on retention. However, there are two primary focus areas for future research that emerged from this study. First, research should focus on determining if a clear universal definition for the mentoring concept can be determined, or if only consistent core elements of mentoring can be clearly defined. Secondly, future research should

investigate the effects of mentoring programs on the organization including employee morale, employee advancement, the goals and structure of the mentoring initiative and the organizational dynamics. Research into how mentoring programs effect an organization will determine mentoring's viability as a career development resource. These two research areas will help to continually develop and advance the concept of mentoring in all facets of society.

The many testimonials throughout mentoring literature attest to the ability of mentoring to positively benefit a wide variety of people in a variety of settings. With support from expanded research, mentoring can become an invaluable tool in society, as it is the compass that directs knowledge towards the future. "Your willingness to invest yourself in the life of another person will be the key that unlocks a treasure of fulfillment and accomplishment for many people...beginning with you!" (Hendricks, 1996, p. 155).

## ENDNOTES

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<sup>1</sup>Greek Mythology's Homer's Odyssey is a primary source in the history of mentoring and is quoted in a multitude of articles, of which Galbraith & Cohen is only one. Other sources citing Homer's Odyssey include; Bell, C, 1996, p.7; Daloz, L, 1995, p.1; Merriam, S, 1983, p. 162, Murray, M, 1977, p.6, Soukjanov, A.H. (Ed), 1996, p. 1128.

<sup>2</sup> The classical sense of mentoring refers to the view of mentoring as a distinctly emotional, almost mystical, relationship between two individuals, whereby the mentor acts as a guiding force in shaping the mentee's growth and development.

<sup>3</sup> Readers interested in more information on Knowles' andragogical approach should refer to Knowles, M.S.. *The Modern Practice of Adult Education*. New York: Association Press, 1980 (2<sup>nd</sup> ed.).

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**APPENDIX A**  
**Mentoring Definitions**

## Mentoring Definitions

1. "In the mentoring role, you 'come alongside' the people on your team.....a mentor is to develop new abilities in the people you work with.....it's a process of development...it must be built on three components: mutual trust and commitment, patient leadership, and emotional maturity." (Hendricks, 1996, pp. 127-128).
2. "A deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed upon goal of having the lesser skilled person grow and develop specific competencies." (Murray, 1991, p. xiv)
3. "Whether as close as the classroom or as distant as history, mentors are creations of our imaginations, designed to fill a psychic space somewhere between lover and parent." (Daloz, 1986, p. 17)
4. "...the broader, metaphorical context of the word. *Mentors are guides*" (Daloz, 1986, p. 17)
5. "Mentoring as a behavioral activity refers to the one-to-one relationship that evolves through reasonably distinct phases between the mentor and the adult learner, an adult learner refers to any person 18 years of age and above who enters into a mentoring relationship to develop, separately or in combination, his or her personal, educational, or career potential." (Cohen, 1995, p. 2)
6. "A mentor is simply someone who helps someone else learn something the learner would otherwise have learned less well, more slowly, or not at all." (Bell, 1996, p.6)
7. "Mentoring is a one-to-one interactive process of guided developmental learning based on the premise that the participants will have reasonably frequent contact and sufficient interactive time together." (Galbraith and Cohen, 1995, p. 5)
8. "Mentoring has been defined by the American Management Association as: "As developmental, caring, sharing and helping relationship where one person invests time, know-how, and effort in enhancing another person's growth, knowledge, and skills, and responds to critical needs in the life of that person in ways that prepare the individual for greater productivity or achievement in the future."  
([HTTP://WWW.GALAXYMALL.COM/BUSINESS/MENETORING/FAQ.HTML](http://www.galaxymall.com/business/mentoring/faq.html))
9. "Mentoring is a specialized form of coaching" (Craig, 1996, p. 432)
10. "In many ways, mentoring is the fulcrum on which the roles of 'coach' and 'counselor' balance. Without the investment of time, sweat and commitment inherent in the role of mentor, coaching and counseling would be less credible. It is far easier to motivate or correct someone who has known you to be a sincere, caring and patient teacher" (Hendricks, 1996, p. 155)
11. "The core of mentoring, when viewed as a transactional process of learning, is the focus on collaborative participation and mutual critical thinking and reflection about the process, value and results of jointly derived learning goals established for the mentee. " (Cohen, 1996, p. 14).
12. "Mentors recognize that they are facilitators and catalysts in a process of discovery and insight""(Bell, 1996, p. 7-8)
13. "Mentoring is still considered to be a process that advocates for us and assists and guides us through the transitional phases of our adulthood and in doing so, influences

- our professional growth and development.” (Galbraith and Cohen, 1995, p. 1)
14. “The mentor, then, is a trusted friend, given to assist with the education of their charge.” (Craig, 1996, p. 432)
  15. The mentoring role is reserved for managing a person whose performance is standard or average.....the catchword for mentoring is “instruct.” (Hendricks, 1996, pp. 127).
  16. “Mentoring is a pragmatic approach that helps mentees to successfully navigate the complex and rapid social and economic transitions that characterize our century.” (Galbraith and Cohen, 1995, p. 5)
  17. “Mentoring is therefore a deliberate effort to support traditional and nontraditional students from diverse backgrounds in formal and informal settings.” (Galbraith and Cohen, 1995, p. 5)
  18. “Mentor entered our contemporary language as a description of a nonparental, competent, and trustworthy figure who consciously accepts personal responsibility for the significant developmental growth of another individual.” (Cohen, 1995, p. 1)
  19. “Lester points out that mentoring is a basic form of education for human development because it provides a holistic yet individualized, approach to learning.” (Marsick, 1987, p. 119)
  20. “Webster’s dictionary defines a mentor as a trusted counselor or guide.” (Hunt and Michael, 1983, p. 477)
  21. “...mentors are influential people who significantly help others reach their major life goals. They have the power – because of key interpersonal relationships or the possession of important knowledge – to promote the welfare, training or careers of their proteges (Phillips-Jones, 1982)” (Lee and Nolan, 1998, p. 4).
  22. “Mentoring is an intense developmental relationship whereby advice, counseling, and developmental opportunities are provided to a protégé by a mentor, which, in turn, shapes the proteges career experiences (Feldman, 1988; Kram, 1985)” (Eby, Lillian T., 1997, p. 126).
  23. “Psychologist Uri Bronfenbrenner defines a mentor as “an older, more experienced person who seeks to further the development of character and competence in a younger person.” (Freedman, Marc, 1993, p. 21)
  24. “A mentor is one who has knowledge and advanced or expert status; is attracted to, and nurtures, a person of talent and ability; and is willing to give away what he or she knows in a noncompetitive way.” (Lindbo, Tracy L. & Kenneth S. Schulz, 1998, p. 52)
  25. “In mentoring, an experienced or influential person guides and nurtures individuals or small groups of employees. Mentors teach proteges how to survive, thrive, and progress within an organization or a profession.....Mentors share visions of their protégé’s future, perceive their potential, and challenge them when they are not living up to this potential.....they teach, sponsor, advise, coach, counsel, guide, motivate, and admonish.” (Umiker and William, 1998, p. 15)
  26. “An organizational mentor is someone who helps a less-experienced employee navigate the world of work. A mentor supports, guides, and counsels the employee as he or she accomplishes the task of becoming proficient in his or her role in the organization.” (Lankau, Melenie J. & Beth G. Chung, 1998, p. 14)
  27. “Mentors serve as role models to junior staff members to help develop and guide them



- and teach them an industry's unspoken roles. Mentoring largely focuses on issues of career advancement, professional manners and style, and personal poise and appearance that can gain junior staff members acceptance by colleagues and business contacts at the most senior level.” (Genser, Elaina Spitaels, 1998, p. 70)
28. “Mentoring is the pairing of a seasoned professional with someone embarking on a career, or just joining the organization.” (Drazga, Barbara M., 1998, p. A21)
  29. “...pioneered the group-mentoring format by coupling group theory with traditional mentoring. Burgess' mentoring circles are composed of up to 12 people, with one primary mentor and a facilitator.” (Drazga, Barbara M., 1998, p. A21)
  30. “It's a forum for comprehensive feedback –a two-way, safe learning environment.’ Said Jodi Davis, vice president of Menttium's product division. ‘Mentoring is not skill transfer. It's working to be at the top of your game.’” (McCann, Ian, 1998, p. C1)
  31. “Mentoring constitutes a unique and personal relationship between two people, with an effective mentor providing the mentee with a true sense of what it feels like to be in his or her position.” (Carvalho, George A. & Terri Maus, 1996, p. 17)
  32. “Mentoring is viewed as a special relationship that develops between 2 individuals where the mentor recognizes a uniqueness or potential in the less experienced person and takes a special interest in the growth of that person. “ (Searcy, Sheri; Lee-Lawson, Carla; & Betsy Trombino. 1995, p. 307)
  33. “The Woodlands Group...claim that ‘the mentor/protégé relationship is far deeper than that of the sponsor/protégé. Sponsors are press agents, mentors are everything implied in the definition of trusted friend and guide.’” (Lawrence, Kathleen A., 1985, p. 7)
  34. “Josefowitz....A mentor is ‘a brain to pick, a shoulder to cry on, and a kick in the pants.’” (Lawrence, Kathleen A., 1985, p. 7)
  35. “In a sense, then, being a mentor really means sharing yourself.” (Molvig, Dianne, 1995, p.15)
  36. “Bud Crouch, an organizational consultant..... ‘A mentor is somebody who's at a point in life where he or she has achieved some wisdom and enough introspection to say, ‘I'm pretty OK. The world has been good to me on the way up, and I'd like to share what I've learned with another person’” (Molvig, Dianne, 1995, p.15)

**APPENDIX B**  
**Assessment Tools**

## Assessment Tools

Margo Murray's (1991) book, *Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Program* is one text cited in Chapter 2 of this study offering instructions on developing a formal mentoring program. Murray described the Facilitated Mentoring Model<sup>©</sup> as a guideline for mentoring program development. It is worthy to note that Murray includes both pre-assessment and post-assessment in her model. Some of the assessment tools that Murray (1991) cited include:

- ◆ “The Personal Profile System<sup>©</sup>, marketed by Carlson Learning Company is a work behavior assessment profile that can assist the participant in identifying similarities and differences in mentor and protégé work-behavior patterns. It displays the primary tendencies of Dominance, Steadiness, Influencing Others, and Compliance...of the respondent.” (Murray, 1991, p. 124)
- ◆ “...Managing Personal Growth<sup>©</sup>. The indicators assessed with this tool are: knowing what you want from life; having a realistic sense of personal strengths and weaknesses; making decisions and setting priorities with good judgment; initiating action; getting support from others; learning; and being optimistic, decisive flexible, purposeful, motivated, enthusiastic, assertive, confident.” (Murray, 1991, p. 125)
- ◆ “ACUMEN: Insight for Managers (human synergistics<sup>®</sup>) is a software adaptation of the Life Styles Inventory designed and normed for managers.”(Murray, 1991, p. 125)
- ◆ “SKILLSCOPE<sup>©</sup> (Center for Creative Leadership) assesses manager's strengths and developmental needs.” (Murray, 1991, p. 125)
- ◆ “The Personal Skills Map<sup>©</sup> (Nelson and Low, Life Skills Center) is a self-marking, self-scoring instrument that measures eleven career and life-effectiveness skills on fourteen scales: Self-Esteem, Assertion, Interpersonal Comfort, Empathy, Drive Strength, Decision Making, Time Management, Sales Orientation, Commitment Ethic, Stress Management, and Physical Wellness.” (Murray, 1991, p. 125-126)

## **APPENDIX C**

### **Mentoring Drawbacks**

## Mentoring Drawbacks

Throughout Merriam's critical literature review there are few notations of drawbacks associated with mentoring. Merriam (1983) notes that one drawback was, "...there are no studies which attempt to document the prevalence or seriousness of the negative effects of mentoring, or the absence of mentoring. Only successful mentoring relationships have been reported" (p. 170). In the current literature review, little has changed, as cited in Chapter 2 of this study. Although there were some sources citing the drawbacks of mentoring, they are hard to find. There is literature regarding what not to do during a mentoring initiative as well as the misconceptions of mentoring. However, finding published drawbacks of practicing mentoring is difficult. Some drawbacks cited in this study are include:

- ◆ "They (mentor) can also add a bartering, sinister component to an otherwise promising relationship....can infuse a score-keeping dimension that is detrimental to both parties." (Bell, 1996, p. 10)
- ◆ "...some of the negative, or downside aspects of facilitated mentoring that organizations must consider:
  - ◆ Frustration
  - ◆ Commitment
  - ◆ Coordination with Other Programs
  - ◆ Complicated and Expensive Administration" (Murray, 1991, pp. 37-40)
- ◆ "Those who go into mentoring relationships expecting instant magic will soon be disappointed. The best of relationships demand communication and problem-solving skills. A protégé who enters a relationship with open eyes and realistic expectations will more than likely get the payoffs he or she is looking for." (Murray, 1991, p. 51)
- ◆ "Problems concerned with collecting effectiveness data generally involve identifying the relevant measures of effectiveness ...and demonstrating that

student performance measured in the test environment will, in fact, also occur later in the workplace or operational context.” (Murray, 1991, p. 162)

- ◆ “Initial anxiety and fears of losing control may obscure an important benefit for the boss.” (Murray, 1991, p. 134)
- ◆ “Feeling trapped by a possessive mentor who won’t let go is a common complaint of proteges.” (Murray, 1991, p. 180)
- ◆ “When mentors are assigned rather than mutually selected, it is easy for behaviors and styles to clash.” (Murray, 1991, p. 180)
- ◆ “When the mentoring program is not clearly and openly publicized throughout the organization, it can provoke some emotional reactions from those who are not involved.” (Murray, 1991, p. 181)
- ◆ “Too much attention can make a protégé feel smothered; too little can make him feel abandoned.” (Bell, 1997, p. 32)
- ◆ “...a considerable gap between mentoring’s rhetoric and its reality...that it is difficult for mentors both to make a connection with young people and to make a difference in their lives.” (Freedman, 1993, p. 22)
- ◆ “Fervor without infrastructure amounts to social intervention as a kind of media event, the outlook that problems will go away in response to enough inspirational stories.” (Freedman, 1993, p. 24)
- ◆ “UPS had a formal mentoring program but scrapped it. During a trial “seven or eight years ago.” UPS assigned about 40 or 50 new employees to mentors. Holmstrom says. “Some of {the relationships} worked but not enough to keep it going,” he says. “They would get together only because they were required to. We felt it was a forced relationship.” (Wilson, 1997, p.43)
- ◆ “The firm chose 40 managers and linked them to 80 proteges, offering the managers \$1,500 per ‘mentee.’ ...It was a total flop: A year and a half later, many of those high-achievers had never heard from their mentors....’It raised peoples’ expectations and they were dashed.’ Said mentoring consultant Margo Murray. ‘They lost faith in the organization.’ ...sad truth is that very few companies have the structure in place to make them work’.” (Bole, p. 3)
- ◆ ““Mentoring creates situational leaders, rather than organizational managers,’ Mulder said.” (Bole, p. 3)

**APPENDIX D**  
**Interview Guide**

## Interview Guide

The interview guide was framed by this study's literature review, through utilizing the knowledge of mentoring history, current mentoring literature, and evaluation methods.

- ◆ What is your definition of mentoring?
- ◆ What do you see is the difference between coaching and mentoring?
- ◆ What are the current career development approaches available to staff?
- ◆ Is a mentoring program viewed as a viable career development resource for the business community?
- ◆ What are the factors that enhance or inhibit the effectiveness of mentoring?
- ◆ What do you feel are the characteristics of an effective mentor?
- ◆ What do you feel are the characteristics of an effective mentee/protégé?
- ◆ What do you feel is the major contributing factor toward a successful mentoring program?
- ◆ Is the effectiveness of your mentoring program evaluated? If so, how? If not, why?
- ◆ What is the current participation within your mentoring program?
- ◆ What is the ratio of mentors to proteges?
- ◆ How can an effective mentoring program enhance an individual's career development, and the company's development?
- ◆ What do you feel are/will be successful outcomes of a mentoring program?



- ◆ What are the characteristics of a mentoring organization?
- ◆ Why are you (or are you not) offering a mentoring program?
- ◆ What materials and/or resources were used to develop your mentoring program?
- ◆ What are the characteristics and demographics of the organization?

## **APPENDIX E**

### **Interview Instrument**

## **Interview Instrument**

The interview instrument was comprised of a combination of 10 open and closed-ended questions developed from the interview guide (see Appendix D). The interview instrument was designed in an attempt to discover not only how the business community utilized the mentoring concept, but also how the business community defined mentoring. Two of Merriam's four criticisms, which also appeared in this literature review were of particular focus in the interview instrument development. Merriam's first criticism stating that the phenomenon of mentoring is not clearly conceptualized was the focus of the first three interview questions. Questions 1, 2, and 3 referred to the definition of mentoring. Merriam's fourth criticism regarding businesses and institutions of higher education needing to evaluate their mentoring programs more extensively was the subject of question 8e. Question 4 focuses on the factors that inhibit or enhance mentoring, whereas factors contributing to a successful mentoring program was the subject of question 5. Participants were also asked if they felt that a mentoring program can enhance an individual's career development and a company's development in question 9. Lastly, question 10 asked participants what successful outcomes were expected from a mentoring program. The remaining questions focused on the organization's current mentoring initiative.

## **THE MENTORING COMPASS: DIRECTING KNOWLEDGE TOWARD THE FUTURE**

I am a Masters of Science degree student in Adult Learning and Human Resource Development at Virginia Polytechnic Institute and State University – Northern Virginia Graduate Center. As part of my May graduation degree requirements, I have chosen to write a thesis on the concept of Mentoring. My thesis focuses on two areas; first I am examining the mentoring literature written since 1983 and secondly I am investigating the use of mentoring in the business arena. In order to fulfill the second thesis focus area, I am asking several business people to complete the following survey. The results of the surveys will be used to determine recurring themes and generalizations concerning mentoring in the field.

The completed survey can be e-mailed to me at [Denise.Sutter@exch.compass-usa.com](mailto:Denise.Sutter@exch.compass-usa.com), or faxed to the attention of Denise Sutter at 540-786-8401. If you have any questions, please do not hesitate to contact me at 540-371-2573. Thank you for your assistance and timely response.

1. There have been many ways that mentoring has been defined. Of the following terms and phrases, please place an “X” to the left of all those which you feel are associated with a mentoring relationship.

<input type="checkbox"/>	Safe environment	<input type="checkbox"/>	Caring	<input type="checkbox"/>	Interactive
<input type="checkbox"/>	Learning	<input type="checkbox"/>	Advisor	<input type="checkbox"/>	Structured
<input type="checkbox"/>	Guides	<input type="checkbox"/>	Group format	<input type="checkbox"/>	Role Models
<input type="checkbox"/>	Motivational	<input type="checkbox"/>	Wisdom	<input type="checkbox"/>	Developmental
<input type="checkbox"/>	Sponsor	<input type="checkbox"/>	Helping	<input type="checkbox"/>	Challenging
<input type="checkbox"/>	Spontaneous	<input type="checkbox"/>	One-to-one relationship	<input type="checkbox"/>	Noncompetitive
<input type="checkbox"/>	Educational	<input type="checkbox"/>	Influential	<input type="checkbox"/>	Frequent Contact
<input type="checkbox"/>	Counselor	<input type="checkbox"/>	Career-enhancing	<input type="checkbox"/>	Come alongside
<input type="checkbox"/>	Trusted Friend	<input type="checkbox"/>	Coaching	<input type="checkbox"/>	Sharing

2. How would/do you define mentoring?
3. How would/do you differentiate the terms coaching and mentoring?

4. What do you feel are the factors that enhance or inhibit the effectiveness of mentoring?
5. What do you feel is the major contributing factor toward a successful mentoring program?
6. Does your company currently practice mentoring?
7. If not, is your company interested in investigating the mentoring concept?
8. If so, please describe your mentoring initiative
  - a. Is your mentoring program structured or unstructured?
  - b. How is your mentoring program designed? Please check one of the following by placing an "X" to the left of the appropriate description.
    - Employee to Employee
    - Employee to Youth – School
    - Employee to Youth – Community
    - Retire Employee to Employee
    - Outside Professional to Employee
  - c. What is the current participation within your mentoring program?
  - d. Is the mentoring program one-to-one format, group format or other?
  - e. Is an evaluation method used to measure the effectiveness of your mentoring program? If so, how?
9. Do you feel an effective mentoring program can enhance an individual's career development, and a company's development? If so, how?

10. What types of successful outcomes do you expect from a mentoring program?

*Additional Comments:*

*The results of this survey will be included in the results section of my Masters Thesis. Once completed and approved, Theses are made available to other researchers. Therefore, I would like to ask permission to use your company name in my final thesis report. Please note that this will not effect the ability to use your survey results in the findings. Any parties which do not wish to be named will be given generic names; i.e. "Company X" to preserve their identity.*

\_\_\_\_\_ *YES - The company name can be included in the final published thesis report*

\_\_\_\_\_ *NO - The company name cannot be included in the final published thesis report*

*Signature: (If online, please type name and title)*

\_\_\_\_\_  
\_\_\_\_\_

## **APPENDIX F**

### **Interview Data Collection**



## Interview Data Collection

Industry	Number of Employees	Words and Phrases Associated with Mentoring																											
		Environment	Learning	Guidance	Motivation	Sponsor	Sponsoring	Educational	Counters	Trust	Carri	Advis	Group	Wisd	Help	Relati	Influ	Chang	Coach	Inter	Struc	Role	Devel	Challe	Nonco	Fre	Com	Alon	Shar
1	Financial Services	15000	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X				X	
2	Information Services	8000	X	X	X	X			X		X	X	X	X		X	X	X	X		X	X	X					X	
3	Financial Solutions Provider	15000	X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
4	Federal Systems	4000	X	X	X	X	X		X	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	
5	Government	32000	X	X	X				X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X		X	
6	Humanitarian Organization	30000	X	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	
7	Financial Services	2839	X	X	X	X	X		X	X		X	X		X	X	X	X	X	X	X	X	X	X			X	X	
8	Foodservice	600	X	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
9	Financial Services	1200	X	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X		X	X	X	X			X	
10	Computer	5000		X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
			9	10	10	9	7	1	10	9	9	10	10	1	9	10	9	9	10	10	10	6	10	10	10	9	6	6	10

Industry	Number of Employees	Mentoring Definition	Common Keywords and Phrases											
			R E S P E C T I V E	G U I D E	T R U S T	O N E - T O N E	C O A C H I N G	G R O W T H	K N O W L E D G E	M P A A C R H I N G	L E A R N I N G	L E A D E R S H I P	D E V E L O P M E N T	
1 Financial Services	15000	A respected other with relevant knowledge coaching a more junior person towards success without any direct gain for the coach.	X				X	X						
2 Information Services	8000	A person that acts as a guide to assist an individual in learning		X							X			
3 Financial Solutions Provider	15000	One on one coaching type of arrangement where the relationship has trust. Mentor is there to guide and help in career and personal development		X	X	X	X						X	
4 Federal Systems	4000	A trusted guide and advisor. A structured facilitated developmental program for high potential future leaders that incorporates a one to one mentoring relationship paralleled with a leadership forum.		X	X	X						X	X	
5 Government	32000	The pairing of two employees with differing levels of expertise for mutual benefit.							X					
6 Humanitarian Organization	30000	A person who serves as a coach willing to take the time helping to develop and give feedback grooming the mentee to grow professionally.					X	X					X	
7 Financial Services	2839	Opportunity to grow as a result of a challenging educational relationship with a guide. Someone who can steer and guide.		X				X						
8 Foodservice	600	Sharing of knowledge to develop the growth of the individual and the company						X	X					
9 Financial Services	1200	Key development piece. Knowledge management tool. Person to give a positive impression of the company, promote learning organization, successful transferring knowledge throughout the company							X		X		X	
10 Computer	5000	A more experienced HP person matched with a mentee with the goal of learning from the mentor. The mentor helps the mentee achieve their goals								X	X			
			1	4	2	2	3	3	3	2	3	1	4	





	Industry	Number of Employees	Contributing Factors	Common Contributing Factors																	
				L E A D E R S H I P I R T P	F L E X I B I L I T Y	R E S O U R C E S	E N V I R O N M E N T	E X P E R T A C T I O N S	F E E D B A C K	C O M M U N I T Y	A P P R O P R I A T E	R E C O G N I T I O N									
1	Financial Services	15000	Chemistry makes mentoring work; flexibility within the organization needs to happen; should be some recognition; there needs to be an opt out; intrinsic motivation		X																
2	Information Services	8000	Top leadership valuing and needing mentoring	X																	
3	Financial Solutions Provider	15000	Leadership support; appropriate resources; an environment that supports learning; an effective method for pairing; nominations; effective skill development for mentors; effective method of follow-up and evaluation; a coordinator	X		X	X			X			X								
4	Federal Systems	4000	Clarity of expectations for both parties; adequate tools for both parties			X		X													
5	Government	32000	Organizational support; allowing of time, an effective structure	X																	
6	Humanitarian Organization	30000	Buy in from top management; successful mentoring demonstrated from top; visible successes from other mentoring initiatives	X																	
7	Financial Services	2839	Management buy in, organizational commitment, organizational structure in place to support - train mentors, etc.	X								X									
8	Foodservice	600	Constant feedback - keeping the program up to date as the company changes.							X											
9	Financial Services	1200	Commitment from participant keeps it going										X								
10	Computer	5000	Having management support; culture that supports mentoring; a good match; having mentors that are willing and available	X										X							
				6	1	2	1	1	2	2	2	2	2	1	0						

Industry	Practice Mentoring	Describe Mentoring Initiative	Mentoring Initiative																	
			U	S	Y	R	P	G	O	M	Form of Evaluation									
1 Financial Services	X	Com pany was just purchased one year ago by GE - it is too early in the acquisition to look into mentoring																		
2 Information Services	X	Roundtable, group mentoring targeting technical population to build personal networks and to get access to VP	X																	
3 Financial Solutions Provider	X	GE Capital does mentor some GEFA employees (high executives getting ready to transition to GE Capital); GEFA practices informal mentoring because of the learning environment, of which coaching is a strong part. In one week, the research on a formal mentoring program begins with an implementation goal of the third quarter (Sept.). The goal of that program is employee retention of high	X																	
4 Federal Systems	X	Focuses on leadership development of high potential employees; nominations are made by the management team; self-nominations will be introduced into the next mentoring cycle; program length is 6 9 months depending on structure of program	X																	
5 Government	X	Both Mentors and Mentees apply for program; A network from within each department performs internal matches; cross functional matches involve coordinator; orientation program; program lasts 1 year; government commits resources for program allowing up to 2 hours per month for participants	X																	
6 Humanitarian Organization	X	Investigating somewhat - it is not a priority																		
7 Financial Services	X	Participants are either new hire managers without experience, or hourly employees being promoted into a management position. Duration of 6 months where mentee spends time with mentor in operations, reviewing all facets of management from paperwork to management style. Program ends with mentees taking open book exams.																		
8 Food Service	X	When new employees come on board, they are assigned a mentor (both voluntary and chosen) within the same division (if possible), mostly face-to-face. 18 month timeline is guideline, mentors have checklist for core competencies.	X																	
9 Financial Services	X	Formal, 1-1, volunteer on both parties, designed to foster career development, broad based - available for all employees at all levels at Roseville site; Goals of professional development, and career growth, development and retention of females and minorities; Both parties apply - mentees complete application, mentors complete online profile; mentees interview mentors; cross department matching as well; mentor advisory board.	X																	
10 Computer	X		X																	



Common Expected Successful Outcomes from a Mentoring Program																				
Industry	Number of Employees	Successful Outcomes	ENHANCED	OFFICE	CONNECTIONS	PERSONAL	KNOWLEDGE	MANAGEMENT	PERSONAL	CONNECTIONS	RETENTION	RETENTION	RETENTION	RETENTION	RETENTION	RETENTION	RETENTION	RETENTION	RETENTION	RETENTION
1	Financial Services	15,000																		
2	Information Services	80,000																		
3	Financial Solutions Provider	15,000																		
4	Federal Systems	40,000																		
5	Government	32,000																		
6	Humanitarian Organization	30,000																		
7	Financial Services	28,39																		
8	Foodservice	600																		
9	Financial Services	12,00																		
10	Computer	50,000																		



## VITA

I was born in Dugway, Utah on May 25, 1963. I started school at the age of four and earned my Bachelor of Science Degree in Hotel, Restaurant and Institutional Management from Virginia Polytechnic Institute and State University in 1986. In October of that year I joined Marriott Foodservice Management as Catering Manager and was responsible for all bar and catering operations at the FBI Academy in Quantico, Virginia. A year later I was promoted to Food Production Manager and became responsible for production of all meals year round for over 500 academy students and staff. In 1988, I joined the Marriott management team at the American University in Washington D.C., as the Unit Director of the Tenley Campus operation, responsible for all daily operations of a union shop. While at the American University I became certified in Applied Food Service Sanitation.

One year later I began working for the State of Maryland at the University of Maryland – College Park as a Foodservice Administrator. During my time at the University of Maryland, I experienced responsibilities in the daily operations of board operations, cash operations and catering. My roles involved front of house, back of house and special planning responsibilities. On a daily basis I was responsible for up to 150 employees serving 5000 customers. In 1992, I became a certified Food Management Professional, sponsored by the National Restaurant Association. I then attended the National Association of College and University Foodservice Leadership Institute in 1993 and their Professional Development Institute in 1994. It was during these opportunities that I discovered my passion for training.

In 1994, I joined the Wood Company to manage the largest board operation on the Johns Hopkins University campus in Baltimore, Maryland. I was then transferred to open the newly awarded, Mary Washington College in Fredericksburg, Virginia. During the opening, I was responsible for managing the board operation feeding 2500 students daily. While with the Wood Company, I became a certified TIPS trainer for alcohol beverage control.

In 1996, I accepted a management position with the Compass Group at Mobil Corporation in Fairfax, Virginia. It was at this time that I began pursuit of a M.S. in Adult Learning and Human Resource Development at the Virginia Tech Northern Virginia Graduate Center. I then opened Unisys, as a new account for the Compass Group, with responsibilities over all opening aspects. In the spring of 1997, I became a part of the ReMACS project team for the Compass Group. ReMACS is a restaurant accounting software system that our accounts are beginning to utilize to complete their weekly paperwork. Currently, I am a ReMACS Regional Coordinator responsible for training managers, computer installations, and support material development.